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THE EFFECT OF USING PARAPHRASE PASSPORT STRATEGY ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF SMA PLUS BINABANGSA PEKANBARU



UIN SUSKA RIAU

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1441 H/2019 M



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ON STUDENTS' READING COMPREHENSION IN NARRATIVE
TEXT AT THE SECOND YEAR STUDENTS OF SMA PLUS
BINABANGSA PEKANBARU**

Thesis

Submitted in Partial Fulfillment of the Requirements

For the Award of Bachelor Degree of Education

(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled *The Effect of Using Paraphrase Passport Strategy on Student's Reading Comprehension in Narrative Text at the Second Year Students of Senior High School Plus Bina Bangsa Pekanbaru*, is written by Juni Hastuti, SIN. H314205971. It has been examined and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

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Pekanbaru, 15 Shafar 1441 H
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ACKNOWLEDGEMENT



Alhamdulillahahirabbil'aalamin, in the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty, the Lord of Universe. Trough His guidance and His blessing, the writer has completed this academic requirement and then the writer says peace be upon Him to Prophet Muhammad S.A.W.

This thesis is written and intended to submit in partial of the requirements for the Undergraduate degree in the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. KH. Akhmad Mujahidin, S.Ag., M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. H. Suryan A. Jamrah, MA., the Vice Rector I of State Islamic University of Sultan Syarif Kasim Riau, Drs. H. Promadi, MA, Ph.D., the Vice Rector III of State Islamic University of Sultan Syarif Kasim Riau and all staffs
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. Dr. Drs. Alimuddin, M.Ag., the Vice of Dean I. Dr. Dra. Rohani, M.Pd., the Vice of Dean II. Dr. Drs. Nursalim, M.Pd., the Vice of Dean III and all staffs.
3. Drs. Samsi, M.H.Sc., The Chairperson of Department of English Education, who has given me support, suggestion, correction, advice, and guidance in completing the thesis.
4. Cut Raudhatul Miski, M.Pd, the Secretary of English Education Department.
5. Drs. H. Sutarmo, M.Ag, my beloved supervisor who has given me correction, suggestion, support, advice and guidance in finishing this thesis.



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6. My beloved academic supervisors, Drs. H. M.Syafi'i S, M.Pd, who always gives me support to finish requirement of thesis, thanks a lot for making me easy to get your signature, I always disturb your time to complete my student report.
7. All lecturers of English Education Department who have given suggestions and motivations. They have taught and transferred their knowledge during the courses.
8. Ovi aArinta Erwin S.Pd as English Teacher of SMA Plus BinaBangsa Pekanbaru who has given the writer guidance, kindness, support and advice in conducting the research and took the data.
9. My beloved parents, Zaini and Nursiah.I can not express how happy I am to have them. I am really grateful for the never ending love, care, support and wish that they have given to me until finishing this thesis. They give me more than they have. Thank you so much Mom and Dad. They are my reason to accomplish this thesis soon, the best woman and man in the world I have ever had. I know that I am not able to reply their love, but Allah will. I love them so much.
10. My beloved sisters, Elvi Masitah Noviani, Padliah Yunita Pahmi, Desi Erni Yunita, And Dela Fitriani, who always pray, give me support, and remind me to be better sister for the future.
11. My beloved uncle H. Ismail S.Ag, Who have given me support and wish that have given to me until finishing this thesis.
12. My lovely classmates, Anisa, Arum, Ayu, Devi, Devitri, Elyza, Fathan, Firza, Hendrik, Husnul, Ilham, Indah, Juni, Lady, Laila, Mitra, Mona, Nesa, Purwanti, Ramayani, Ranti, Rosa, Royan, Santriyanda, Siti, Suci, and Vivi. They are the best classmates in this university. Keep this relationship until succeed together. Thank you so much.
13. My friend who has helped the researcher Spun kloria obe, Spd, Nopela Amanda, Spd, Rocky hermawan S.pd, thanks for your support..
14. And all of the people who can not be mentioned one by one who have the role in finishing this thesis.



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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, constructive comments, critiques and suggestion are appreciated very much. May Allah almighty the Lord of the universe blesses them all. Aamiin.

Pekanbaru, september 06th, 2019

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ABSTRAK

JUNI HASTUTI, (2019): The Effect of Using Paraphrase Passport Strategy on Student's Reading Comprehension in Narrative Text at the Second Year Students of Senior High School Plus BinaBangsa Pekanbaru.

The research was conducted based on the problems faced by the students in learning English especially in reading narrative text. the research found that the students still had difficulties in comprehending the reading text. So, the researcher was interested in carrying out the research about this problem. In this case, the researcher provided Paraphrase Passport Strategy to help students' reading comprehension of narrative text. the objectives of the research were to find out the students' reading comprehension in narrative text at the second year of SMA Plus BinaBangsa Pekanbaru taught by using Paraphrase Passport Strategy, to find out the students' reading comprehension of narrative text at the second year of SMA Plus BinaBangsa Pekanbaru Taught without using Paraphrase Passport Strategy and to find out whether or not there is a significant effect of using Paraphrase Passport Strategy on students reading comprehension of narrative text at the second year at SMA Plus BinaBangsa Pekanbaru.

In this research, the research design was an experimental research. The population of the research was the second year students of SMA Plus BinaBangsa Pekanbaru in academic year 2016/2017. The total number of population was 58 students'. The sample researcher taken from two classes (XI IPAI 19 students and XI IPA2 11 students). In this research, the researcher used pre-test and post-test to collect the data to find out the students' reading comprehension of narrative text. the technique of analyzing data was an independent sample t-test and eta square and it was eased by using SPSS 17 program. The researcher found that sig (2 tailed) was 0.000 less than 0.05. it means that H_a is accepted and H_o is rejected. In other words, there is a significant difference in students' reading comprehension of narrative text between taught without and by using Paraphrase Passport Strategy at the second years students of SMA Plus BinaBangsa Pekanbaru.

Key words: *Effect, Paraphrase Passport, Reading Comprehension*



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ABSTRAK

JUNI HASTUTI, (2019): Pengaruh Penggunaan Strategi Paraphrase Passport terhadap pemahaman bacaan siswa dalam teks naratif pada siswa kelas XI di Sekolah Menengah Atas Plus BinaBangsa Pekanbaru.

Penelitian ini dilaksanakan berdasarkan masalah-masalah yang dihadapi oleh siswa-siswa dalam belajar bahasa Inggris khususnya dalam membaca teks naratif. Peneliti menemukan bahwa siswa-siswa masih menghadapi kesulitan dalam memahami teks naratif. Maka peneliti tertarik untuk melakukan penelitian terhadap masalah-masalah ini. Dalam hal ini, peneliti menggunakan strategi PARAPHRASE PASSPORT. Tujuan dari peneliti ini adalah untuk menemukan pemahaman membaca siswa terhadap teks naratif pada kelas duadi SMA PLUS BINABANGSA Pekanbaru dengan menggunakan strategi PARAPHRASE PASSPORT, untuk mengetahui kemampuan siswa dalam memahami teks naratif tanpa menggunakan strategi PARAPHRASE PASSPORT dan untuk mengetahui apakah ada atau tidak pengaruh yang signifikan pada kemampuan siswa-siswa dalam memahami teks naratif yang diajarkan menggunakan strategi PARAPHRASE PASSPORT pada kelas XI di SMA PLUS BINABANGSA Pekanbaru.

Dalam penelitian ini, jenis penelitian adalah *Experimen*. Populasi dari penelitian ini adalah siswa kelas XI SMA PLUS BINABANGSA Pekanbaru tahun ajaran 2016/2017. Jumlah populasi dari penelitian ini adalah 58 orang. Sampel dari penelitian ini di ambil dari 2 kelas (XI IPA1 19 orang dan XI IPA2 11 orang). Dalam penelitian ini, untuk mengumpulkan data penulis menggunakan pre-test dan post-test dalam bentuk tes pilihan ganda untuk menemukan pencapaian siswa-siswa dalam memahami teks naratif. Sedangkan dalam menganalisis data, peneliti menggunakan rumus *independent sample t-test* dengan menggunakan SPSS 17 dan eta square. Peneliti menemukan bahwa sig. (2 tailed) nya adalah 0.000 kurang dari 0.05. dapat diartikan bahwa H_a diterima dan H_o ditolak. Dengan kata lain, ada perbedaan yang signifikan terhadap pemahaman membaca siswa pada teks naratif antara yang tidak diajarkan dengan menggunakan strategi tersebut dengan yang diajarkan menggunakan strategi pada siswa kelas XI Sekolah Menengah Atas Plus BinaBangsa Pekanbaru.

Kata kunci: *Pengaruh, Strategy Paraphrase Passport, Pemahaman Membaca*



ملخص

جوني حستوتي، (٢٠١٩): تأثير استخدام إستراتيجية Paraphrase Passport على فهم القراءة في النصوص السردية لدى التلاميذ في الصف الحادي عشر بالمدرسة الثانوية بلوس بينابانجسا بكنبارو.

قيم هذا البحث بناءً على المشكلات التي يواجهها التلاميذ في تعليم اللغة الإنجليزية، خاصة في قراءة النصوص السردية. وجدت الباحثة أن التلاميذ ما زالوا يواجهون صعوبات في فهم النصوص السردية. لذلك تهمت الباحثة بإجراء البحوث حول هذه المشكلات. في هذه الحالة، تستخدم الباحثة إستراتيجية Paraphrase Passport، ويهدف هذا الباحث إلى العثور على فهم التلاميذ قراءة النصوص السردية في الصف الحادي عشر بالمدرسة الثانوية بلوس بينابانجسا بكنبارو باستخدام إستراتيجية Paraphrase Passport، لمعرفة فهم القراءة في النصوص السردية لدى التلاميذ دون استخدام إستراتيجية Paraphrase Passport ولمعرفة يوجد تأثير كبير على فهم القراءة في النصوص السردية لدى التلاميذ التي تدريسها باستخدام إستراتيجية Paraphrase Passport في الصف الحادي عشر في أم لا. في هذا البحث، نوع البحث هو بحث تجريبي. مجتمع هذا البحث تلاميذ الصف الحادي عشر بالمدرسة الثانوية بلوس بينابانجسا بكنبارو العام الدراسي ٢٠١٦/٢٠١٧. عدد مجتمع هذا البحث ٥٨ تلميذا. أخذ عينة هذا البحث من صفين (الصف الحادي عشر من قسم العلوم التربية الدينية ١٩ ١ تلميذا والصف الحادي عشر من قسم العلوم التربية الدينية ١١ ٢ تلميذا). في هذا البحث، لجمع البيانات استخدمت الباحثة الاختبار القبلي الاختبار البعدي في شكل الاختيار المتعدد للعثور على إنجاز التلاميذ في فهم النصوص السردية. وتحليل البيانات، استخدمت الباحثة صيغة اختبار t للعينة المستقلة باستخدام البرنامج الإحصائي للعلوم الإجتماعية ١٧ و تشي تربيع. وجدت الباحثة أن $Sig. < 0.05$ (الذيل) هو ٠.٠٠٠ أصغر من ٠.٠٠٠٥ ويعني H_a مقبول و H_0 مردود. بمعنى آخر، يوجد الفرق الكبير في فهم القراءة لدى التلاميذ في النصوص السردية بين أولئك الذين لم تدريسهم باستخدام هذه الاستراتيجية وتلك التي تم تدريسها باستخدام الاستراتيجية في الصف الحادي عشر بالمدرسة الثانوية بلوس بينابانجسا بكنبارو.

الكلمات الأساسية: التأثير، إستراتيجية Paraphrase Passport، فهم القراءة



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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered by students. Therefore, reading is very important, in second language learning situation for academic purpose like Senior High School. However reading is very useful activity because by reading the students can build their critical thinking about something that happened around and make their brainwork on. According to Anderson (1985, p.7), Reading is the process of constructing meaning of written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Main purpose of reading activity is to gain idea and information. To achieve purpose, the students should comprehend their reading text. That is important element for successful reading in order to build reading comprehension of the students.

In addition, reading is one of the ways that is used by students to get knowledge and information. So, it is one of the skills which must be mastered by all students as language learners even though it cannot be separated with the other skills; listening, speaking, and writing. Reading cannot be produced without mastering grammar and vocabulary.

In finding out the information of reading text, the reader should have a good comprehension. Klingner, et al. (2007, p.8) defined reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge,



their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the students' experiences and prior knowledge. Comprehension involves understanding of the vocabulary seeing the relationship among word and concept, organizing ideas, recognizing the writer's purpose, making judgment, and evaluating. To get conclusion or implied meaning from reading material must read between lines.

In order to develop students' ability of reading comprehension, 2013 curriculum provides reading as one of the skills that must be taught and learned in school. SMA Plus Bina Bangsa Pekanbaru is one of Senior High School uses 2013 curriculum as a guide in teaching and learning process. Based on Ministry of Education and Culture about 2013 curriculum (2013 curriculum, p.64), the goals of teaching and learning process of English (especially in term of reading) is basic competence of reading the students comprehend the purpose, generic structure, and language feature of the text both oral and written types based on context. Based on 2013 curriculum above it is clear that reading consists of many aspects that should be mastered by students. It means that, if students cannot mastery the aspects that required in reading, the learning process in reading will not be effective

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Based on the researchers' preliminary study on Mei, 17th 2017, it was known that the teacher of the second grade at SMA Plus Binabangsa taught reading by using three-phase techniques. There are three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity is asking and answering about the text in the book. The main activity is the students read about the text and then the students answer the question related to the text. The last activity is the students give their opinion about the text that they have already read. This technique is used to make the students able to read and to comprehend the meaning. In contrast, the teacher found that some of students are weak in reading ability. Their ability is still far from expectation of the curriculum. The minimum criterion of passing grade (KKM) of English subject at SMA Plus Binabangsa is 78, But some of students difficult to getting it.

Based on the explanation above, the researcher had found several problems as long as the preliminary observation at SMA Plus Binabangsa Pekanbaru. The problems of the students can be seen in the following phenomena:

1. Some of students are difficult to find out the topic of narrative text.
2. Some of students are difficult to identify the main idea of narrative text.
3. Some of students are difficult to identify the factual information of narrative text
4. Some of students are difficult to finding the meaning of vocabulary from story.

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Based on phenomena above, the research assumes that most of students at the second year of senior high school Plus Binabangsa still have difficult in comprehending the reading text, especially in narrative text. In order to improve students reading comprehension in narrative text the researcher wants to apply a strategy might help the students' ability in reading comprehension this strategy is called Paraphrase Passport. Paraphrase Passport is a kind of cooperative learning strategy can be one alternative which creates the teaching English more actively and effectively. According to Bocchino (1999) The advantage of Paraphrase Passport is numerous, in addition to providing reflective listening practice, it encourages students' to stay focused, it establishes norms of respect and understanding, and it helps ensure that students attend and pay attention to each other. Then it helps to functioning of cooperative learning groups.

In addition, Kagan states that Paraphrase Passport is a reading, listening and speaking activity used to increase comprehension. Paraphrase passport provides a structure for reading, processing and restating written text or another person's verbalized opinions or statement during conversations.

There are many researchers which have done the study about Paraphrase Passport. There are successful in conducting their research and it effect good results to students' achievement in learning example; Spencer Kagan, (1998), Garner Howard (1993-2004), and Bocchino(1999). In this study, the researcher is eager to apply Paraphrase Passport strategy into classroom in order to overcome the students' problem in reading. The researcher believed that this strategy can also deliver good result for the increasing of students reading comprehension.

In the relation of the problems above, the researcher is interested in investigating the problems above into a research project entitled **“The Effect of using Paraphrase Passport Strategy on students’ Reading Comprehension in Narrative Text at the Second Year Students’ of Senior High School PLUS BINABANGSA Pekanbaru”**.

B. The Problem

1. The identification of The Problems

Based on the background of the problem, it is very clear that some of the students at SMA PLUS BINABANGSA Pekanbaru still get some problem in their comprehension of narrative text. To make it clear, the problems are identified as follows:

- a. What makes some of students difficult to find out the topic of the narrative text?
- b. What makes some of students difficult to identify the main idea of the narrative text?
- c. What makes some of students difficult to identify reference of the narrative text?
- d. What makes some of students difficult to find out the meaning vocabulary of the narrative text?

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2. Limitation of The Problem

The problem of this research only focuses on using Paraphrase Passport for reading comprehension at the second year students of SMA Plus Binabangsa Pekanbaru. In order to avoid misunderstanding to the problems, it is necessary for the researcher to limit the problems of this research. The researcher focuses on the Narrative text.

3. Formulation of Reading The Problems

Based on limitation of the problems above, thus, these research questions are formulated into the following questions:

- a. How is the students' reading comprehension in narrative text taught by using Paraphrase Passport at the second year student of SMA PLUS BINABANGSA Pekanbaru?
- b. How is the students' reading comprehension in narrative text taught without using Paraphrase Passport at the second year student of SMA PLUS BINABANGSA Pekanbaru?
- c. Is there any significant effect of using paraphrase passport Strategy on students' reading narrative text at the second year students of SMA PLUS BINABANGSA Pekanbaru?

C. The Objective and the Significance of The Research

1. The Objective of the research

- a. To find out the students' reading comprehension in narrative text taught by using Paraphrase Passport at the second year student of SMA PLUS BINABANGSA Pekanbaru

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- b. To find out the students' reading comprehension in narrative text taught without using Paraphrase Passport at the second year student of SMA PLUS BINABANGSA Pekanbaru.
- c. To find out the significant effect of using paraphrase passport Strategy in narrative text at the Second Year Students of SMA PLUS BINABANGSA.

2. The significance of the research

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully, these research findings are able to benefit the writer as a novice researcher learning how to conduct a research
- b. These research findings are also hopefully, useful and valuable, especially for students' and the English teacher of the second year students at SMA PLUS BINABANGSA Pekanbaru to be consideration in their teaching and learning process in the future.
- c. The researcher findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching reading
- d. Besides, these researcher findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language

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- e. Finally, these research findings are also expected to be practical and theoretical information for the development of the theories on language teaching.

D. The Definition of the Term

The researcher uses some specific terms in this research. In order to avoid misunderstanding, the research provides the definitions of all terms will use in this research as follows:

1. Effect

Effect is change that somebody or something causes in somebody or something else or a result (Hornby 2005:138). In this research, effect is an ability that can change caused by something. Research wants to know the effect of using Paraphrase passport Strategy toward Reading Comprehension in Narrative Text of students.

2. Paraphrase Passport Strategy

Cooperative learning type Paraphrase Passport was developed by Spencer Kagan states that Paraphrase Passport is a reading, listening and speaking activity used to increase comprehension. Paraphrase passport provides a structure for reading, processing and restating written text or another person's verbalized opinions or statement during conversations. Paraphrase Passport means a strategy used by researcher to know its effect on students' reading comprehension on narrative text of the second year students at SMA Plus Binabangsa Pekanbaru.

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3. Reading Comprehension

According to Catherine (2002:11) Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this research, reading comprehension is the process to get meaning or message from the reading material.

4. Narrative text

Kane (2000:366) Narrative is a meaningful sequence of event told in words. Narrative text tells about true story or fiction. While in this research, this narrative text refers to the one text which will be provided to the second year student at SMA PLUS BINABANGSA Pekanbaru.

E. Reason for Choosing the Topic

- a. The title of the research relevant with the writer states as the students of English Education Department.
- b. The title of this research is not investigated by other previous research.
- c. The location of this research facilitates the writer in conducting the research.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

a. Definition of Reading

A reading is one of the four language skills and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process. Reading is the interaction between the reader and the writer. The text provides information that the author wants the readers understand in certain ways. According to Nunan (2003:68) Reading is a fluent process of readers combining information from a text and this own background knowledge to build meaning. It clear that the readers must have a good interaction with the text in order to get the meaning from the text.

According to Leipzing (2001) Reading is multifaceted process involving word recognition, comprehension, fluency, and motivation. It mean that reading is an active process in which the readers engage in exchange of ideas with an author via the text. Therefore, the reader should know their reading objectives; consider why they read and how they should read, because the readers not only identify the words in

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print, construct an understanding from the text, coordinate identifying words but also comprehend the texts.

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in Hunt (2004:137). All can be gotten if someone has reading ability and also comprehension ability of the meaning of the text itself.

Reading is an essential skill for learner of English as a second language. For most of those learners the most important skill to master in order to ensure success not only in learning English, but also in learning any context class is when reading in English is required (Neil Anderson, 2003, p. 69). It means that by reading, the learners will make greater progress and development in all other areas of learning.

b. Types of Reading

Reading is one of the receptive skills in English that should be mastered by students. According Douglas H. Brown, (2000:189). There are many types of reading:

- 1) *Perceptive*. Involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.
- 2) *Selective*. Involves ascertaining one's reading recognition of lexical, grammatical, or discoursing features of language within a very short stretch of language.

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- 3) *Interactive*, Stretches of language of several paragraphs to one page or more in which reader must, in psycholinguistic sense, interact with the text.
- 4) *Extensive*. Extensive reading applies to text of more than page, up to including professional articles, essays, technical report, short story, and books.

According to Davies in David Nunan there are several types of reading that is:

- 1) Receptive Reading, which is rapid, automatic reading that we do when we read Descriptive
- 2) Reflective Reading, in which we pause often and reflect on what we have read
- 3) Skim Reading, in which we read rapidly to establish in a general way what a text about
- 4) Scanning or searching for specific information.

Based on the explanation above, it can be concluded that there are several types of reading they are perceptive, selective, interactive, extensive, receptive reading, reflective reading, skim reading, and scanning reading. It better for the students to know the types of reading to avoid boredom reading.

c. The Purpose of Reading

A good reader is not being able to interpret, judge, and draw the inference from the printed language being read. In other word,

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reading activities entail the readers' intelligence and carefulness and analysis in identifying the major purpose of the author through word, signs or even symbol of the text.

Pleasure reading is the most important point. It is commonly perceive to be the antithesis or academic or serious reading. Reader interest in a text can be a function of purpose. The purpose is, if reading also determines the appropriate approach to reading comprehension. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that reader need to apply to achieve comprehension is thus much more than decoding.

According to Grabe (2009:8) there are several purposes of reading namely:

- 1) Reading to search information,
- 2) Reading for quick understanding,
- 3) Reading to learn,
- 4) Reading to integrate information,
- 5) Reading to evaluate, critique and use information,
- 6) Reading for general information (in many case reading for interest or reading to entertain).

Reading is activity students will be doing for get some information directly. According to David Nunan (1999: 33), reading is an interactive process between what readers already knows about topic or subject and what the writer writes. According to explanation above,

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the importance one from reading is the reader must be understood what the author's message from the text. It's mean that the student should be analyzed first to get message from the text. Reading is the essential to teaching in the content areas and for personal enjoyment, interests, and social interaction.

Penny inyusprianto (2008: 16&17) state that when some-one needs a success in reading, he or she must know well about the characteristics of efficient reading. They are as follows:

1) Language

The language of the text is comprehensible to the learners.

2) Content

The content of the text is acceptable to the learners they know enough

3) Speed

The reading progress is fairly fast, mainly, because the reader has automated recognition of common combination, and the reader does not waste the time working out each word of group of words to learn.

4) Attention

The reader concert-rates on the significant bits and skim, the rest may even skip parts he or she knows to be significant.

5) Prediction

The reader thinks a head hypothesize and predict.

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6) Background information

The reader is motivated to read by interesting content or challenging task.

7) Purpose

The reader is a-ware of a clear purpose in reading.

8) Strategies

The reader uses different strategies for different kinds of reading.

Moreover, Grellet (1986:4) stated that, there are four main ways of reading, they are:

1) Skimming

Skimming is reading quickly over a text to get the gist of idea

2) Scanning

Scanning is reading quickly through a text to find a particular piece

3) Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure, mainly involve global understanding

4) Intensive reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Based on the statements above, it can be concluded that reading is certainly an important activity for expanding knowledge of a language. Reading has also ways that should be mastered by students. In order to

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make the messages or information that come from the author can be understood and comprehended easily by the reader, he or she has to have good skill in reading.

2. The Nature of Reading Comprehension

a. The Definition of Reading Comprehension

Teaching reading comprehension is a guideline for the teacher to help the students in comprehending in a text easily. The purpose in teaching reading is to make students able to comprehend the meaning of the text. Catherine (2002, p.11) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interactive and involvement with written language. No one instructional concept or approach can provide the support children need to be good comprehenders of written text. According to Gay Su Pinnell & Irene C. Fountas (2003, p.34) Comprehension is built through numerous and varied experiences with text- hearing them read aloud, reading them independently, reading them with support and guidance, writing about them, and sharing the reading with others.

Based on Tankersley (2003, p.90), reading comprehension is dependent on three factors, there are:

- 1) The students have command of the linguistic structure of the text.
- 2) The students are able to exercise metacognitive control over the content being read. It means that the students are able to monitor

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and reflect on his/her own level of understanding while reading the material.

- 3) The students have adequate background in the content and vocabulary being presented.

Reading comprehension is very important thing should be considered by the teachers and students. There are three main reasons why reading comprehension is important, those are:

- 1) First, because the more that a reader understands the text, the more meaning and enjoyment they can gain from it.
- 2) Second, reading is the means through which most of the curriculum is taught as children grow older. If children do not fully understand what they read, they cannot access the whole curriculum and this will affect their results. (For example, GCSE History students may need to recognize whether or not a piece of writing has any political bias.)
- 3) Third, the more children understand the craft of the writer, the more they can improve their own writing.

Not only them. Besides that, there are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text, the reader must be able to comprehend the vocabulary used in the piece of writing. That is important about mastered of vocabulary. So, it is the thing that cannot indifferent in process of reading comprehension.

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b. The components of Reading Comprehension

There are many components of reading comprehension which have its own characteristics. King and Stanley (1998) stated five components that may help to read carefully, they are:

1) Finding factual information

In finding factual information, it requires readers to scan specific detail. The factual information questions are prepared for students and those which appear with WH-question word.

2) Finding main idea

Main idea of a paragraph is what the author wants you to know about the topic. Main idea makes a particular statement or emphasizes a special aspect of the topic. It is usually expressed as complete thought and indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

3) Identifying the topic

A paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

4) Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning unfamiliar words to the next and the

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topic of the text that is read. The word has been nearly equivalent meaning when it has or nearly the same meaning as another word.

5) Identifying reference

Reference is the relationship which holds between word and things: words refer things. These references can help readers understanding the reading.

6) Making inferences

Inference is a logical connection that you draw between what you observe or know and what you do not know, inferences are reasonable guesses made on basis of available information.

3. The Nature of Narrative Text

a. The Definition of Narrative text

Narrative text is one of English text types. Narrative is one of literary text, the aim of narrative is to tell a story or relate an event or anecdote. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers(2005) states that narrative is one

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of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them..

According to Syafi'i (2003) narrative text is the type of text that tells the true story or fiction that gives one account of one more experience. It means that narrative text is the text that tells a story of events that have already happened.

b. The Purposes of Narrative Text

People write narrative text might be basically for pleasure, to gain and hold the reader's interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience.

This is one idea to Anderson's explanation that narrative is used to present a view of the world that entertains or informs the reader or listener. It is also to entertain the readers or listener by presenting a story. From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

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4. Students' Reading Comprehension in Narrative Text

According to Klingner (2007, p.8) states that teachers can provide support by teaching fluency skills students need to read for comprehension. A few pointers to facilitate fluency include the following:

- 1) Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.
- 2) Ask students to reread difficult passages.
- 3) Ask students to work with peer partners to read and reread passages.
- 4) Identify key words and proper nouns and pre teach prior to asking students to read text.
- 5) Students' fluency increases when they listen to books or text on tape prior to reading independently.
- 6) Give opportunities for students to show case their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material, an effective practice for improving fluency. Names of people, places, and things are often difficult to read; teach these prior to reading

5. The Factors Influencing Students' Reading Comprehension in Narrative Text

Reading is a complex process that involves a network of cognitive actions, it works together to construct the meaning (Dorn and Soffos,

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2005, p.6). It means that the students have to learn much about how to be good readers. Moreover, the students have to know some factors that influence reading comprehension. According to Dorn and Soffos (2005, p. 7) there are some factors that influence reading comprehension such as a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies.

In addition, Carver (2009, p. 27) stated that there are three primary factors that influence reading comprehension. First, the relative difficulty of the textual material or passages involved. If the level of difficulty of the text is higher than the level of ability of the individual, so the Individual will get difficulty in reading comprehension. Second, the way in which the instructions are presented by the teacher. If the teacher gives clear instruction, reading activity will run well. Third, objective consequences this will make students easy in their reading because they know what they are going to be required. Furthermore, Kahayanto in Mubarak (2009, p. 14) also stated that the factors that influence reading comprehension come from external and internal factors. External factors are including reading material and teacher of reading, while, internal factors are including motivation and interest.

Based on the statement above, it can be concluded that there are some factors that influence students' reading comprehension; they are motivation, interest, materials, prior knowledge, and the purpose of reading. It is better for the reader to know the factors that influence reading

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comprehension to minimize the struggle in comprehending the text. So, in this research, the researcher used paraphrase passport strategy that will help students to increase their reading comprehension and make them easy and familiar in reading narrative text.

6. The Nature of Paraphrase Passport Strategy

There are some theories of paraphrase passport strategy that writer wants to emerge in this thesis. Adapted from the research of Garner, Howard (1993-2004), Spencer Kagan, and Miguel Kagan (1998) in SAISD Social Studies Department, Paraphrase passport strategy is a strategy used to chunk large amounts of textual information by allowing partners read to each other and paraphrase what they understand. Paraphrase Passport can be used at any time during the lesson cycle when students need comprehend and work with large amounts of text.

In addition, According to Kagan (2001) Paraphrase passport is the Strongest Kagan Structure for developing Empathy. It can be used as students interact in pairs, small groups, or in the class as a whole. Empathy is promoted by structures which students see the world through the eyes of others, or feel what it is like to be another person. These structure was developed by Dr. Spencer Kagan, Paraphrase Passport is the most effective way of engaging students in a group discussion to paraphrase what other have said. Before the student can go on to offer their own opinion or input, they must paraphrase what was last said.

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Arthur Beauchamp, UC Davis (2013), stated that Paraphrase Passport is Builds understanding in three ways. First, It requires attentive listening. Second, It requires restatement of another person's statement in the form of a paraphrase. Third, it allows ideas and understanding to be verbalized and added to. Others benefit of using Paraphrase Passport Include lessening the occurrence of one person dominating the dialogue and increasing involvement by all students.

Bocchino (1999) stated that the advantages of Paraphrase Passport are numerous. In addition to providing reflective listening practice, it encourages students' to stay focused, it establishes norms of respect and understanding, and it helps ensure that students attend and pay attention to each other. Also, Paraphrase Passport helps the functioning of cooperative learning groups.

Sheryl Feinstein (2014) Paraphrase Passport reduces the risk students experience for sharing a new or contrary opinion. Each student's know his/her ideas will meet a sympathetic paraphrase rather than an argument or put down. This reduction or fear frees the brain for higher-level cerebral functioning. Safe students think more clearly and more deeply.

Based on the theories above, it can conclude that Paraphrase Passport Strategy is one of some strategy that can apply in teaching reading. This strategy also appropriated for intermediate level. In this study, the researcher is eager to apply Paraphrase Passport strategy into

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classroom of second year students of Senior High School Plus BinaBangsa Pekanbaru in order to overcome the students' problem in reading. The researcher believed that this strategy can also deliver good result for the increasing of students reading comprehension in narrative text.

7. Teaching Reading Comprehension by Using Paraphrase Passport

Kagan states that Paraphrase Passport is a reading, listening and speaking activity used to increase comprehension. Paraphrase passport provides a structure for reading, processing and restating written text or another person's verbalized opinions or statement during conversations.

According to Howard Garner (1993-2004), Paraphrase Passport Strategy allows Students opportunity to read with a partner and check each other understand of what they are reading.

Based on the theories paraphrase passport above, researchers can conclude that paraphrase passport is one of strategies in teaching English that is able to improve reading comprehension by repeating and paraphrase what the speaker said before and gave their opinion while discussing the text.

8. The Procedures of Paraphrase Passport Strategy

According to Spencer Kagan there are some procedures to apply Paraphrase Passport Strategy in teaching Reading Comprehension as follows:

- a. Teacher selects a piece of text and divides the text into "manageable" section or paragraph.



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- b. Student is placed into partnerships (A&B).
- c. Teacher distributes a copy of the text to each student.
- d. Partners sit in chair, “shoulder to shoulder”, facing opposite direction.
- e. Both partners look at their copy of the text. Partner a read the first paragraph aloud as partner B reads along silently.
- f. Partner B paraphrases what they heard partner A read.
- g. Partner exchange roles. Partner B reads the second paragraph aloud as partner A reads along silently.
- h. Partner A paraphrases what they heard partner B read.
- i. The process continues until the entire piece has been read.
- j. Teacher engages the whole class in a “Grand Conversation” about the piece.

B. The Relevant Research

The research can be accepted and continued because it is relevant with several researchers that have conducted by the previous researchers. According to Syafi'i (2015), relevant research is required to observe some previous researchers are conducted by other researcher in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers.

1. A research from Muhammad Syukron

In 2014, Muhammad Syukron conducted a research “The effect of using paraphrase passport strategy toward listening ability of the second year students at vocational high school 1 Dumai”. In this research,

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Muhammad Syukron found that there is significant effect of various reading texts presentation to improve students' listening ability at the second year students at vocational high school 1 Dumai. The research conducted by Muhammad Syukron is different from this research, the researcher tried to find the significant effect between Paraphrase Passport strategy and students' reading comprehension in narrative text at the second year students of SMA PLUS BINA BANGSA

2. A research from Afri Madola

Afri Madola conducted a research "Teaching Reading through Paraphrase Passport Strategy for Second Grade Students of Senior High School" In this research, Afri Madola tried to assist teacher in problem solving that in the teaching and learning of reading. In addition, to explain the application of Paraphrase Passport Strategy in understanding a text especially narrative text. In this research she concluded that using Paraphrase Passport Strategy it can help to solve students' difficulties in reading, and it can increase students' understanding about the text.

3. A research supported by Beth Neary. The researcher tried the Paraphrase Passport Reading Strategy in her small AP Spanish Literature class on November 10, 2008. In this research she concluded that Paraphrase Passport Strategy helped students' cue into what was important in the reading.

C. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding in this research. Syafi'i (2015) said that operational concept is derived related to theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of research paper.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research which focuses of using the effect of Paraphrase Passport Strategy toward Reading Comprehension in Narrative Text. Therefore, in analyzing the problem in this research, there are two variables used, they are variable X and variable Y. Paraphrase Passport Strategy is as variable X that gives the effect on students' Reading Comprehension as variable Y. The indicators that will be compared are about students' reading comprehension before and after being taught by using paraphrase passport strategy, the indicators are following:

1. Variable X

Variable X is Paraphrase Passport Strategy. This is the independent variable. The indicators of Paraphrase Passport Strategy as follows:

- a. Teacher selects a piece of the text and the text divides into paragraph.
- b. Teacher ask student to sit into partnership (two students A&B)
- c. Teacher distributes the text to each student.
- d. After receive the text, students sit face to face

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- e. Both students look at their text. Student A read the first paragraph aloud as student B reads along silently.
- f. Student B paraphrases what they heard student A read.
Example: “What I think I heard you saying is that...”
- g. Exchange roles. Student B reads the second paragraph aloud as student A reads along silently.
- h. Student A paraphrases what they heard student B read.
- i. The process continues until the entire piece has been read.
- j. Teacher engages the whole class in a “Grand Conversation” about the piece.

Example of Grand Conversation:

- a. What connection to the text did you make? (text-to-self, text-to-text, text-to-world)
- b. What conclusion that you draw from the piece? (author’s point of view)
- c. What insights do you now have?
- d. What would you know like to study as a result of the reading the piece?

2. Variable Y

Variable Y is Students’ Reading Comprehension in Narrative Text. This is the dependent variable. The indicators of Students’ Reading Comprehension in Narrative Text as follows:

- a. Students are able to identify the main idea of the narrative text.

- b. Students are ble to identify the topic of the narrative text.
- c. Students are able to identify reference of the narrative text.
- d. Students are able to find out the meaning of vocabulary of the narrative text

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D. The Assumptions and the Hypothesis

1. The Assumption

In this research, the researcher assumed that the students who are taught by using paraphrase passport will have better reading comprehension achievement. Furthermore, the better implementation of paraphrase passport in reading subject is, the better students' reading comprehension of narrative text will be.

2. The Hypothesis

Based on the assumption above, hypothesis of this research is;

a. The null hypothesis (Ho)

There is no significant effect of students' reading comprehension between those who are taught by using paraphrase passport strategy and those who are not taught by using paraphrase passport Strategy.

b. The alternative hypothesis (Ha)

There is a significant effect of students' reading comprehension between those who are taught by using paraphrase Strategy and those who are not taught by using paraphrase passport Strategy



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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research is an experimental research. According to Cresswel (2012: 295), experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. The design of this research is quasi experimental research. Gay and Airaisian (2000: 367) stated that experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship. It uses quasi-experimental design which uses the observation. It involves two classes, an experimental group and a control group.

The experimental group means the students who are given the treatment by using paraphrase passport, while the control group is a group of students who are not given the strategy. This research is aim to find if there is a significant effect of using paraphrase passport in teaching reading. The experimental group is teaching by using particular treatment of paraphrase passport to enhance their reading comprehension. In addition, control group is only given a pre-test and post-test without particular treatment as given for experimental group. So the design of this research can be illustrated as follows (Creswell, 2012: 310) this research design can be seen in the table below (QuasiExperimental Design):

Table III. 1
Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	Test 1	X	Test 2
Control	Test 1	-	Test 2

E : Experimental Group

C : Control Group

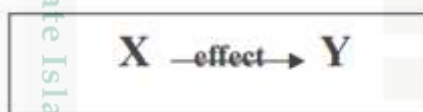
T1: Pre-test to experimental group and control group

X : Receive the treatment using paraphrase passport

T2: Post-test to experimental group and control group

After giving particular treatment to the experimental group by using paraphrase passport, the scores between experimental and control groups is analyze by using statistical formula. It is aim to know there is or there is no effect of variable X into variable Y. The design of variable relationship can be illustrate as follows:

Table III. 2
Variable Design



B. Location and Time of the Research

The location of this research was conducted at SMA PLUS BINABANGSA Pekanbaru, which is located on Ketitiran Street No. 24 Sukajadi Kota Pekanbaru. The time of the research was conducted from January to February 2018.

C. Subject and Object of the Research

The subject of this research are the second year students of SMA PLUS BINABANGSA Pekanbaru and the object of this research is the effect of using paraphrase passport strategy on reading comprehension in narrative.

D. Population and Sample of the Research

1. Population

The population of this research is the second year students at SMA PLUS BINABANGSA Pekanbaru. There are 3 classes of the second year students. They are 58 students all of them. It can be seen in following table:

Table III. 3
The Population of The second Year Students
Of SMA PLUS BINABANGSA PEKANBARU

No	Class	Population
1.	XI IPA 1	19
2.	XI IPA 2	11
3.	XI IPS	28
	TOTAL	58

2. Sample

In this research, the researcher used cluster random sampling technique. According to Gay and Airasian (2010, p.123) cluster random sampling technique is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. So, the researcher used cluster random sampling in choosing the sample. Cluster random sampling selects groups, not individuals.

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Based on the explanation above, to find out the sample, the researcher used cluster random sampling technique by passing out small rolled paper marked by sequence name of the class, they were XI IPA.1, XI IPA.2, and XI IPS. Then after passing out the paper, the samples of this research were XI IPA.1 as experiment class and XI IPA.2 as control class. The total sample of this research is 30 students. The first class is XI IPA.1 as experimental class, it consists of 19 students, and the second class is XI IPA.2 as control class that consist of 11 students.

Table III.4
The Sample of the Research

No.	Group	Classes	Number of Students
1	Experimental Class	XI IPA.1	19
2	Control Class	XI IPA.2	11
	Total		30

E. Technique of Collecting Data

In order to get data need to support this research, the researcher apply the techniques to determine the result of the teaching learning process by using paraphrase passport strategy, the researcher were used a test as an instrument to collect data. The test is divides into two ways:

1. Pre-test

Pre-test is given by the researcher to the students taught before using paraphrase passport for experimental class and without using paraphrase passport for control class. It is done at the first meeting.

2. Post-test

Post-test is given to the students after they are taught by using paraphrase passport for experimental class and without using paraphrase passport for control class. It is used to know their reading comprehension in narrative text by using paraphrase passport.

In giving the assessment, the technique use by researcher is multiple choices. Hughes (2003, p.143) states that there are many techniques that can assess the students' reading comprehension: one of them is multiple choice technique. Multiple choice technique was a technique where the candidate provides evidence of successful reading by making a mark one out of a number of alternatives. Then, the researcher used multiple choice techniques consisting 20 items. This technique can assess the students' reading comprehension. Every multiple choice item consist of four answers (a, b, c, and d). The test is intended to obtain reading comprehension at the second year students of SMA PLUS BINABANGSA Pekanbaru. The scores of narrative text were classify in the table below: (Arikunto, 2009, p.245)

Table III. 5
The Classification of Students' Score

The Score Level	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

For further information about the instruction of texts, the writer showed the blueprint of both tests as follows:



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Table III.6
Blue Print of the Test

No	Indicators of Variable Y	Number of Items	Items Number
1	The students are able to identify the topic of narrative text	5	1, 5, 9, 13, 17
2	The students are able to identify the main idea of narrative text	5	2, 6, 10,14, 18
3	The students are able to identify the reference of narrative text	5	3, 7, 11, 15, 19
4	The students are able to identify the meaning of vocabulary of narrative text	5	4, 8, 12, 16, 20
	Total	20	20

F. Validity and Reliability of the Test

1. Validity

Before the test was given to the sample of this research, the researcher tried out the test item. The test given to the students was considered not too difficult or not too easy. The purpose of the try out was to obtain validity and reliability of the test. According to Hughes (2003, p.26) the test is said to be valid if it measures accurately what is intended to measure. In this research the researcher used content validity. Furthermore, Hughes (1989, p.22) said that a test is said to have content validity if its content constitutes a representative sample of the language skill, structure, etc, with which it is meant to be concerned. It means that the test given to the students was based on the material that they had learned. It was determined by finding the difficulty level of each item.

In this research, the researcher wants to measure the students' reading comprehension. Therefore, to measure the validity of the test, the

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researcher used content validity. Mujis (2004) also added content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes, etc.) that we are trying to measure.

Finally, the researcher determined the validity by referring to the material that was given to the students based on the students' text book. In other words, the test given to the students was based on the material that they had learned. To find out the validity of test, researcher calculated it by using SPSS 17 version. The standard value of validity is $r_{\text{item}} > r_{\text{table}}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Table III. 7
The Item Validity of Try Out

Item Number	r-item	r-table	Result
1.	0,47	0,37	Valid
2.	0,56	0,37	Valid
3.	0,63	0,37	Valid
4.	0,47	0,37	Valid
5.	0,47	0,37	Valid
6.	0,54	0,37	Valid
7.	0,50	0,37	Valid
8.	0,47	0,37	Valid
9.	0,63	0,37	Valid
10.	0,50	0,37	Valid
11.	0,54	0,37	Valid
12.	0,54	0,37	Valid
13.	0,63	0,37	Valid
14.	0,63	0,37	Valid
15.	0,47	0,37	Valid
16.	0,44	0,37	Valid
17.	0,50	0,37	Valid
18.	0,63	0,37	Valid
19.	0,57	0,37	Valid
20.	0,56	0,37	Valid

Arikunto (2009:208) stated that the easy or difficulty level of each item can be determined by following formula

$$P = \frac{B}{J}$$

Where:

P : Index of difficulty

B : The number of correct answer

JS : The number of students taking test

Furthermore, Arikunto (2007, p.210) stated that the standard level of difficulty used is > 0.30 and < 0.70 . It means that the items are accepted if the level of difficulty is between $0.30 - 0.70$, and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion is represented by “P”, whereas the proportion incorrect is represented by “q”. It can be seen from the following tables:

Table III. 8
The Students Identifying Topic of the Text

Variable	Identifying Topic of the Text					N
Item no.	1	5	9	13	17	28
Correct	16	16	17	20	19	
P	0.60	0.60	0.61	0.70	0,68	
Q	0.40	0.40	0.32	0.30	0,33	

Based on the table of question for identifying the Topic, there were five numbers of questions: 1, 5, 9, 13, and 17. It showed that the proportion of correct answer for identifying the topic of test item numbers 1 was 0.60, the proportion of correct answer for test item number 5 was 0.60, the proportion of correct answer for test item number 9 was 0.61, the proportion of correct answer for test item number 13 was 0.70, the proportion of correct

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answer for test item number 17 was 0,68. Based on the level of item difficulty, all items for identifying the topic were between 0.30 – 0.70, it was pointed out that the items for identifying the topic were accepted.

Table III. 9
The Students Identifying Main Idea of the Text

Variable	Identifying Main Idea of the Text					N
Item no	2	6	10	14	18	28
Correct	18	18	19	20	20	
P	0.65	0.65	0.68	0.70	0.70	
Q	0.35	0.35	0.32	0.30	0.30	

Based on the table, the items number of the question for identifying main idea were 2, 6, 10, 14 and 18. It showed that the proportion of correct answer for identifying main idea of test number 2 was 0.65, the proportion of correct answer for test item number 6 was 0.65, the proportion of correct answer for test item number 10 was 0.68, the proportion of correct answer for test item number 14 was 0.70, and the proportion of correct answer for test item number 18 was 0.70. Based on the level of item difficulty, all items for identifying main idea were between 0.30 – 0.70, it was pointed out that the items for identifying main idea were accepted.

Table III. 10
The Students Identifying Reference of the Text

Variable	Identifying Reference of the Text					N
Item no	3	7	11	15	19	28
Correct	19	19	18	20	20	
P	0.68	0.68	0.65	0.70	0.70	
Q	0.32	0.32	0.35	0.30	0.40	

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Based on the table, the items number of the question for identifying reference were 3, 7, 11, 15 and 19. It showed that the proportion of correct answer for identifying Reference number 3 was 0.68, the proportion of correct answer of test item number 7 was 0.68, the proportion of correct answer of test item number 11 was 0.65, the proportion of correct answer of item number 15 was 0.70. and the proportion of correct answer of item number 19 was 0.70. Based on the level of item difficulty, all items for identifying reference were between 0.30 – 0.70, it was pointed out that the items for identifying reference were accepted.

Table III. 11
The Students Identifying Meaning Vocabulary of the Text

Variable	Identifying Meaning Vocabulary of the Text					N
Item no	4	8	12	16	20	28
Correct	16	16	18	18	18	
P	0.60	0.60	0.65	0.65	0.65	
Q	0.40	0.60	0.35	0.35	0.35	

Based on the table, the items number of the question for identifying meaning vocabulary were 4, 8, 12, 16 and 20. It showed that the proportion of correct answer for identifying meaning vocabulary number 4 was 0.60, the proportion of correct answer of test item number 8 was 0.60, the proportion of correct answer of test item number 12 was 0.65, the proportion of correct answer of item number 16 was 0.65. and the proportion of correct answer of item number 20 was 0.65. Based on the level of item difficulty, all items for identifying meaning vocabulary were

between 0.30 – 0.70, it was pointed out that the items for identifying meaning vocabulary were accepted.

2. Reliability

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2003, p.20) said that reliable test is consistent and dependable. It means the test should be similar result when the tester gives the same test to the same respondent on two different occasions. According to Cohen et.al,(2007) the guidelines for reliability is as follows:

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Table III.12
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 17 version to calculate the reliability of test. There was a kind of questions used in the test, so there was a calculation of reliability. The result of multiple choice test reliability is as follows:

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.894	20

The reliability of test was 0.887. It is categorized into highly reliable level.

B. Technique of Analysis Data

In analyzing the students' reading comprehension, the researcher used minimum passing grade of English lesson in SMA Plus BinaBangsa. It was 78 for the students' reading comprehension in report text.

It means that for those who get score > 78, they pass the passing grade; while those get score < 78 they do not pass the passing grade.

1. Normality of the Data

Before analyzing the data by using t-test formula, the researcher had to find out the normality test of the data. According to Priyatno(2012, p.33) the normality of the data test can be analyzed by using lilliefors and

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One Sample Kolmogorov Smirnov. In this research, the researcher used Liliefors through SPSS.16 version.

Analysis:

If the probability > 0.05 H_0 was accepted

If the probability < 0.05 H_0 was rejected

(Priyatno, 2012, p.36)

2. Homogeneity of the Data

According to Siregar (2013, p.167), the purpose of homogeneity test is to know whether the object of the research has the same variance or not. The method used in this test was comparing the biggest variance with the smallest one.

3. Analysis Data

In analyzing the data, the researcher used students' post-test score in experimental and control classes. This score was analyzed statistically.

In this research the researcher used these formulas:

a. Independent sample t-test

Hartono (2009, p.208) said that to find out whether or not there is a significant difference between two or more variables that can be analyzed by using independent sample t-test. Gay (2000, p.484) added that the t-test for independent sample is used to determine whether or not there is probably a significant difference between the means of two independent samples. Independent sample t-test was used to know whether there is a significant effect on students' comprehension in

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reading report text taught by using and without using Paraphrase Passport Strategy

In this research, the data were analyzed by using SPSS 16.0 Version. The significant value was employed to see whether or not there is a significant effect among the mean scores of both experimental and control classes. Statistical hypothesis:

1. $H_0 = \text{sig. (2 tailed)} > 0.05$
2. $H_a = \text{sig. (2 tailed)} < 0.05$

b. Effect Size

According to Pallant (2005, p.199) effect size is the strength of the difference between groups or the influence of independent variable. There are a number of different effect size statistics, the most commonly used being eta squared. Eta squared can range from 0 to 1 and represents the proportion of variance in the dependent variable that is explained by the independent (group) variable. The formula for eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

Where :

η^2 = eta squared

$t^2 = t_o$

N_1 = Number of students



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation in the chapter IV, it can be concluded that the use of Paraphrase Passport Strategy gives significant effect on students' reading comprehension in narrative text at The Second Year Students of SMA Plus BinaBangsa Pekanbaru. It can be seen from students' score in base score test, Pre-test and Post-test.

In conclusion, teaching reading by implementing Paraphrase Passport Strategy can improve the students' reading comprehension of narrative text at the second year students of SMA Plus BinaBangsa Pekanbaru. It can be seen from the result of the percentage of coefficient effect was 38.5%. In short, Paraphrase Passport Strategy could contribute 38.5% for the students' reading comprehension.

B. Suggestion

Related to the result of this research, the researcher offers some suggestions as follows:

1. Suggestion for Teacher

It is expected that English Teachers should be able to provide the students need in narrative text. The teacher should facilitate their prior knowledge before facing the text. The teacher should be able to be a provider for students need about the new terms that they find in the text. If

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all these characteristics belong to the teacher, the teacher will be able to apply Paraphrase Passport Strategy in reading comprehension.

2. Suggestion for Students

The students do not need to be afraid when the teacher asks them to show up their experience and prior knowledge about the text that they are going to learn. If there is a misconception about their prior knowledge, the teacher will be able to correct their misconception. The students are also hoped to be more active in taking part when they work in group, because Paraphrase Passport Strategy is not only a matter about collecting facts that contains in the text, but also cultivate their personal prior knowledge whether it is correct or not.

3. Suggestion for the next researcher

These research findings were expected to give significant contribution to the following researchers who wished to carry out a research on the same topic of discussion or the following researchers can do other researches by using Paraphrase Passport Strategy in students reading comprehension. The next researcher should prepare the suitable text for the students and prepare the media that can help the students easier to comprehend the text.



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UIN SUSKA RIAU

SILABUS

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p>Fungsi Sosial</p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan memberi saran dan tawaran 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan meresponnya</p> <p>Ungkapan</p> <p>Saran dan tawaran:</p> <p>Why don't you... What about ...? You should ... You can Do you need?</p> <p>Unsur kebahasaan</p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p>Topik</p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<ul style="list-style-type: none"> - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh isi karya tulis ini tanpa mencantumkan atau menyebutkan sumbernya.</p> <p>2. Dilarang mengumumkan dan memperbanyak seluruh atau sebagian dari isi karya tulis ini.</p>		<p>merespon dengan yang diperoleh dari sumber lain</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran.</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p>Fungsi Sosial</p> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p>Ungkapan menyatakan pendapat/pikiran</p> <p>I think ...</p> <p>I suppose...</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>In my opinion ...</p> <p>Unsur Kebahasaan</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (learning journal). 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (extended), sesuai dengan konteks penggunaannya</p> <p>4.3. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (extended) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p>Fungsi sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Ungkapan: harapan dan doa - I hope ... - I wish you all the best. Thank you.</p> <p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_file_s - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh isi karya tulis ini tanpa mengutip sumbernya</p> <p>2. Dilarang mengutip sebagian atau seluruh isi karya tulis ini tanpa mengutip sumbernya</p>		<p>bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (learning journal). 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p>Fungsi Sosial</p> <p>Menjagahubungan transaksional dengan orang lain</p> <p>Struktur</p> <p>Salutation</p> <ul style="list-style-type: none"> Will/ Could you come with me to the exhibition? Is it possible for you to attend my 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan role-play (bermain peran) mengundang secara resmi 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>birthday party?</p> <p>Closing</p> <p>Unsur kebahasaan:</p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. Siswa menyunting undang yang diambil dari berbagai sumber Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p>	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. 		<p>en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh isi dokumen ini tanpa izin tertulis dari penerbit</p> <p>2. Dilarang mengutip dan memperbanyak sebagian atau seluruh isi dokumen ini dalam bentuk apa pun</p>		<ul style="list-style-type: none"> Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. Siswa berkreasi dalam membuat kliping undangan resmi Siswa menyunting undang yang diambil dari berbagai sumber Dengan menggunakan multimedia, siswa membuat kartu undangan Siswa memperoleh penguatan dari guru dan teman sejawat 	<ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku langgung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks</p>	<p>Surat pribadi sederhana</p> <p>Fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p>Salutation: Dear</p> <p>Opening paragraph: Greetings dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> Upaya menggunakan 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>mengabarkan keadaan sekarang dan apa yang sedang dilakukan</p> <p>Content: Mengabarkan hal yang sudah/ akan terjadi</p> <p>Closing: Menutup surat dengan harapan untuk bertemu kembali</p> <p>Signature</p> <p>Unsur kebahasaan:</p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	<ul style="list-style-type: none"> - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. 	<p>Bahasa Inggris dalam menulis surat pribadi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

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<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (tips)</p> <p>Tujuan komunikasi : menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p>Struktur menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, 	<ul style="list-style-type: none"> • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tulisan tangan yang jelas dan rapi.</p>	<ul style="list-style-type: none"> Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (learning journal) 	<p>dan tips</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)</p> <p>Fungsi Sosial</p> <p>menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p>Struktur Teks</p> <p>Insects are considered dangerous animals.</p> <p>Tsunami is caused by earthquake affecting the seabed.</p> <p>Unsur kebahasaan</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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<p>menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p>Topik</p> <p>Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <ol style="list-style-type: none"> Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa

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<p>komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>akan datang</p> <p>Conditional Sentence</p> <p>Fungsi Sosial</p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - If teenagers eat too much fast food, they can easily become overweight. - If you exercise regularly, you will get the benefit physically and mentally <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p>Topik:</p> <p>Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa di waktu yang</p>	<ul style="list-style-type: none"> • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan 	<p>struktur teks</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk pengandaian/ If clause • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau 		<p>Inggris</p> <ul style="list-style-type: none"> • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya atau sebagian dari suatu karya tanpa izin dari UIN Suska Riau, kecuali untuk tujuan pendidikan, penelitian, dan penyusunan karya ilmiah.</p> <p>2. Dilarang mengumumkan dan memperbanyak seluruh atau sebagian dari suatu karya dalam bentuk apa pun tanpa izin dari UIN Suska Riau.</p>	akan datang	<p>lainnya.</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	<p>capaian belajar</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur</p>	<p>Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</p> <p>Fungsi sosial</p> <ul style="list-style-type: none"> Mengamati alam Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam <p>Struktur</p> <ul style="list-style-type: none"> Klasifikasi Umum 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. Siswa mempertanyakan cara menemukan gagasan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>tentang binatang/ benda yang ditulis, e.g.</p> <p>Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <ul style="list-style-type: none"> - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 	<p>pokok, informasi rinci dari teks faktual report.</p> <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (note taking) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran 	<p>balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		<p>/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>Teks eksposisi analitis</p> <p>Fungsi Sosial</p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p>Struktur teks</p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p>	<p>ini.</p> <ul style="list-style-type: none"> Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan <p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks eksposisi analitis Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis Kesungguhan siswa dalam 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumbernya.</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan artikel, dan sebagainya.</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apa pun.</p>	<p>Unsur Kebahasaan:</p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<ul style="list-style-type: none"> Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikannya di kelas Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal' 	<p>proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Teks biografi pendek dan sederhana tentang tokoh	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p>Struktur</p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, 	<p>santun dan tanggung jawab.</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari teks biografi yang dipelajari. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksbiografi kepada teman dengan menggunakan unsur kebahasaan yang 	<ul style="list-style-type: none"> • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan 		<p>berbahasa Inggris</p> <ul style="list-style-type: none"> • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber atau mengutipnya untuk tujuan pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan artikel atau buku dan sebagainya.</p> <p>2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun.</p>	<p>Perfect tense</p> <ul style="list-style-type: none"> - Penyebutan kata benda - Modal auxiliary verbs 	<p>tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 	<p>latihan.</p> <ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam</p>	<p>Lagu</p> <p>Fungsi sosial</p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/Majalah berbahasa Inggris • Buku lagu

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>moral</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p>Topik</p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. 	<ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<p>bahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 			

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ester: $XI/2$

Time Allocated: 2x45 minutes

Meeting : 1st (first)

Skill : Reading

Comprehend the meaning of short functional texts and simple essay in recount, narrative and procedure in daily context and for accessing science.

Responding the meaning and rhetorical steps of essay writing text accurately, fluency and can be understood in daily context and for accessing science in recount, narrative and procedure.

1. Identifying the topic of the text.
2. Identifying the main idea of the text.
3. Identifying the reference of the text
4. Identifying the meaning vocabulary of the text.

1. The students are able to identify the topic of the narrative text.
2. The students are able to identify the main idea of the narrative text.
3. The students are able to identify the reference of the narrative text
4. The students are able to identify the meaning vocabulary of the narrative text

1. Definition of narrative text



Narrative text is a text focusing specific participant, and social function is to tell stories or past event and entertain the readers.

Narrative text is a text which retells a story or previous experiences.

2. Purpose to entertain or amuse readers or listeners about the story.
3. Types of narrative text.
 - Legend
 - Fable
 - Fairy tale
 - Myth
 - Love story
4. Generic structure
 - Orientation: introducing the participants and informing the time and places
 - Complication: describing the rising crises which the participants have to do with
 - Resolution: showing the way of participant to solve the crises better or worse or solution of the problems.
5. Language future
 - Describing of character and places by using: Adjective to describe Noun
 - Time words: one upon a time, long time ago, then, last week, a long long time ago
 - Verb: indicating action in the story by using simple past tense S+V2+O

F. Learning Method

Paraphrase Passport Strategy

G. Teaching Learning Activities

- a. Pre-Teaching
 - Greeting to students
 - Checking the attendance list
 - Telling the objective of the lesson
- b. While-Teaching
 - Teacher give explanation about narrative text



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- Teacher ask students to sit into partnership (two students A&B)
- Teacher gives the narrative text to the students
- After receive the text, teacher ask students to sit face to face
- Teacher ask students to look at their text, and Student A read the first paragraph aloud as student B reads along silently.
- Teacher ask student B to paraphrases what they heard student A read
- Exchange roles. Teacher ask Student B to read the second paragraph aloud as student A reads along silently.
- Teacher ask Student A to paraphrases what they heard student B read
- The process continues until the entire piece has been read
- c. Post-Teaching
 - Teacher engages the whole class in a “Grand Conversation” about the text
 - Teacher give homework to make them much understand
 - Greeting

H. Source and Media

Relevant book and picture

I. Assessment

Technique: written test

Form : essay



Orientation

The fox

A fox fell into a well and couldn't get out. By and by a thirsty goat comes along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "it's the best water I've tasted in all my life. Come down and try it yourself."

Complication

The goat has thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea, you stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well".

Resolution

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help in out. The fox merely turn to him and said "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

Answer the following question!!!

1. What is the best title of the first paragraph?
2. Where is the setting of the story?
3. What problem was happened above?
4. What is the purpose of the text above?
5. What is the main idea of the text?

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$



Pekanbaru, 4 January 2018

The teacher of English

OVI ARINTA ERWIN, S.Pd

Researcher

JUNI HASTUTI

Know by,

The Principal of SMA Plus Binabangsa Pekanbaru



JARNAWI, S.Pd

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UIN SUSKA RIAU



School : SMA Plus Binabangsa Pekanbaru

Class/Semester: XI/2

Time Allocated: 2x45 minutes

Topic/Genre : The lion and The Mouse/ Narrative Text

Meeting : 2nd (second)

Skill : Reading

A. Standard of competence

Comprehend the meaning of short functional texts and simple essay in recount, narrative and procedure in daily context and for accessing science.

B. Basic Competence

Responding the meaning and rhetorical steps of essay writing text accurately, fluency and can be understood in daily context and for accessing science in recount, narrative and procedure.

C. Indicators

1. Identifying the topic of the text.
2. Identifying the main idea of the text.
3. Identifying the reference of the text
4. Identifying the meaning vocabulary of the text.

D. Learning Objectives

1. The students are able to identify the topic of the narrative text.
2. The students are able to identify the main idea of the narrative text.
3. The students are able to identify the reference of the narrative text
4. The students are able to identify the meaning vocabulary of the narrative text

E. Learning Material

1. Definition of narrative text

Narrative text is a text focusing specific participant, and social function is to tell stories or past event and entertain the readers.



Narrative text is a text which retells a story or previous experiences.

2. Purpose to entertain or amuse readers or listeners about the story.

3. Types of narrative text.

- Legend
- Fable
- Fairy tale
- Myth
- Love story

4. Generic structure

- Orientation: introducing the participants and informing the time and places
- Complication: describing the rising crises which the participants have to do with
- Resolution: showing the way of participant to solve the crises better or worse or solution of the problems.

5. Language feature

- Describing of character and places by using: Adjective to describe Noun
- Time words: one upon a time, long time ago, then, last week, a long long time ago
- Verb: indicating action in the story by using simple past tense S+V2+O

F. Learning Method

Paraphrase Passport Strategy

G. Teaching Learning Activities

a. Pre-Teaching

- Greeting to students
- Checking the attendance list
- Telling the objective of the lesson

b. While-Teaching

- Teacher give explanation about narrative text
- Teacher ask students to sit into partnership (two students A&B)
- Teacher gives the narrative text to the students



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- After receive the text, teacher ask students to sit face to face
- Teacher ask students to look at their text, and Student A read the first paragraph aloud as student B reads along silently.
- Teacher ask student B to paraphrases what they heard student A read
- Exchange roles. Teacher ask Student B to read the second paragraph aloud as student A reads along silently.
- Teacher ask Student A to paraphrases what they heard student B read
- The process continues until the entire piece has been read
- c. Post-Teaching
 - Teacher engages the whole class in a “Grand Conversation” about the text
 - Teacher give homework to make them much understand
 - Greeting

H. Source and Media

Relevant book and picture

I. Assessment

Technique: written test

Form : essay

The lion and The Mouse

once when the lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him, “ pardon, O king,” called the little mouse, “ forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these day.”

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they when in search of a wagon to carry him in. just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up him and soon gnawed away the ropes that bounded the



king of the beasts, soon after the little mouse had finished gnawing way the ropes, he asked the lion to run away.

Answer the following question!!!

1. What is the topic of first paragraph?
2. What is the social message of the text?
3. What is the general function of the text?
4. What is the main idea of third paragraph?
5. What is the purpose of the text?

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

Pekanbaru, 5 January 2018

Researcher

JUNI HASTUTI

The teacher of English

DWI ARINTA ERWIN, S.Pd

Know by,

The Principal of SMA Plus Binabangsa Pekanbaru



JARNAWI, S.Pd

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School : SMA Plus Binabangsa Pekanbaru

Class/Semester: XI/2

Time Allocated: 2x45 minutes

Topic/Genre : Cinderella/ Narrative Text

Meeting : 3rd (third)

Skill : Reading

A. Standard of competence

Comprehend the meaning of short functional texts and simple essay in recount, narrative and procedure in daily context and for accessing science.

B. Basic Competence

Responding the meaning and rhetorical steps of essay writing text accurately, fluency and can be understood in daily context and for accessing science in recount, narrative and procedure.

C. Indicators

1. Identifying the topic of the text.
2. Identifying the main idea of the text.
3. Identifying the reference of the text
4. Identifying the meaning vocabulary of the text.

D. Learning Objectives

1. The students are able to identify the topic of the narrative text.
2. The students are able to identify the main idea of the narrative text.
3. The students are able to identify the reference of the narrative text
4. The students are able to identify the meaning vocabulary of the narrative text

E. Learning Material

1. Definition of narrative text

Narrative text is a text focusing specific participant, and social function is to tell stories or past event and entertain the readers.



Narrative text is a text which retells a story or previous experiences.

2. Purpose to entertain or amuse readers or listeners about the story.
3. Types of narrative text.
 - Legend
 - Fable
 - Fairy tale
 - Myth
 - Love story
4. Generic structure
 - Orientation: introducing the participants and informing the time and places
 - Complication: describing the rising crises which the participants have to do with
 - Resolution: showing the way of participant to solve the crises better or worse or solution of the problems.
5. Language feature
 - Describing of character and places by using: Adjective to describe Noun
 - Time words: one upon a time, long time ago, then, last week, a long long time ago
 - Verb: indicating action in the story by using simple past tense S+V2+O

F. Learning Method

Paraphrase Passport Strategy

G. Teaching Learning Activities

- a. Pre-Teaching
 - Greeting to students
 - Checking the attendance list
 - Telling the objective of the lesson
- b. While-Teaching
 - Teacher give explanation about narrative text
 - Teacher ask students to sit into partnership (two students A&B)
 - Teacher gives the narrative text to the students

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H. Source and Media

Relevant book and picture

I. Assessment

Technique: written test

Form : essay

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

- After receive the text, teacher ask students to sit face to face
- Teacher ask students to look at their text, and Student A read the first paragraph aloud as student B reads along silently.
- Teacher ask student B to paraphrases what they heard student A read
- Exchange roles. Teacher ask Student B to read the second paragraph aloud as student A reads along silently.
- Teacher ask Student A to paraphrases what they heard student B read
- The process continues until the entire piece has been read
- Post-Teaching
- Teacher engages the whole class in a “Grand Conversation” about the text
- Teacher give homework to make them much understand
- Greeting

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At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

(Source: Practice Your English Competence p.83)

Answer the following question!!!

1. What is the best title of the text?
2. What is the main idea of the text?
3. What is the purpose of the text?
4. What is the social message of the text?
5. What is the generic structure of first paragraph?

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU



Pekanbaru, 8 January 2018

Researcher

JUNI HASTUTI

The teacher of English

OVI ARINTA ERWIN, S.Pd

Know by,

The Principal of SMA Plus Binabangsa Pekanbaru



JARNAWI, S.Pd

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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School : SMA Plus Binabangsa Pekanbaru

Class/Semester: XI/2

Time Allocated: 2x45 minutes

Topic/Genre : Cinderella/ Narrative Text

Meeting : 4th (fourth)

Skill : Reading

A. Standard of competence

Comprehend the meaning of short functional texts and simple essay in recount, narrative and procedure in daily context and for accessing science.

B. Basic Competence

Responding the meaning and rhetorical steps of essay writing text accurately, fluency and can be understood in daily context and for accessing science in recount, narrative and procedure.

C. Indicators

1. Identifying the topic of the text.
2. Identifying the main idea of the text.
3. Identifying the reference of the text
4. Identifying the meaning vocabulary of the text.

D. Learning Objectives

1. The students are able to identify the topic of the narrative text.
2. The students are able to identify the main idea of the narrative text.
3. The students are able to identify the reference of the narrative text
4. The students are able to identify the meaning vocabulary of the narrative text

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan harus menyebutkan sumber.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

c. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

d. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

e. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

f. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

g. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

h. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

i. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

j. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

k. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

l. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

m. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

n. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

o. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

p. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

q. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

r. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

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t. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

u. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

v. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

w. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

x. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

y. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

z. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

aa. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

ab. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

ac. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

ad. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

ae. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

af. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

ag. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

ah. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

ai. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.



E. Learning Material

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Hak Cipta Dilindungi Undang-Undang

Orientation

Complication

Resolution

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The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java. There was a couple living there. The new couple wanted to have a child. There had married for a long time but they hadn't got a baby. Every time they prayer to the god Ask a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children." Said the voice.

"Whatever you ask, my lord", the couple answer "we will do it,"

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents, "I would sacrifice myself in order that our family and all the people in the village will live in peace. For the next time, you all have to sacrifice animal and crops to the gods" then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.



Answers the following question!!!

1. The main idea of the first paragraph is...

- a. Kesuma knew the situation
- b. Then he said to his parents
- c. The couple agreed to sacrifice their first son in the time that was asked by the voice.
- d. A couple want have child

2. What is the topic of the first paragraph?

- a. Mount Bromo East Java
- b. Volcano erupted
- c. Kesuma
- d. The handsome baby

3. The last paragraph is called...

- a. Resolution
- b. Complication
- c. Definition
- d. Orientation

4. What is the social message from the text above?

- a. Kesuma is very brave
- b. Kesuma's parent loved him very much
- c. Everyone must keep his promise
- d. A promise must be said clearly.

5. What is the purpose of the text?

- a. To entertain and tell the reader about The Legend of the Kesodo Ceremony
- b. to describe the Legend of the Kesodo Ceremony
- c. to explain Legend of the Kesodo Ceremony
- d. to mention the names Legend of the Kesodo Ceremony

F. learning Method

paraphrase Passport Strategy

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G. Teaching Learning Activities

a. Pre-Teaching

- Greeting to students
- Checking the attendance list
- Telling the objective of the lesson

b. While-Teaching

- Teacher give explanation about narrative text
- Teacher ask students to sit into partnership (two students A&B)
- Teacher gives the narrative text to the students
- After receive the text, teacher ask students to sit face to face
- Teacher ask students to look at their text, and Student A read the first paragraph aloud as student B reads along silently.
- Teacher ask student B to paraphrases what they heard student A read
- Exchange roles. Teacher ask Student B to read the second paragraph aloud as student A reads along silently.
- Teacher ask Student A to paraphrases what they heard student B read
- The process continues until the entire piece has been read

c. Post-Teaching

- Teacher engages the whole class in a “Grand Conversation” about the text
- Teacher give homework to make them much understand
- Greeting

H. Source and Media

Relevant book and picture

I. Assessment

Technique: written test

Form : multiple choices

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

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Pekanbaru, 11 January 2018

The teacher of English



OVI ARINTA ERWIN, S.Pd

Researcher


JUNI HASTUTI

Know by,

The Principal of SMA Plus Binabangsa Pekanbaru


JARNAWI, S.Pd



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UIN SUSKA RIAU



School : SMA Plus Binabangsa Pekanbaru

Class/Semester: XI/2

Time Allocated: 2x45 minutes

Topic/Genre : Cinderella/ Narrative Text

Meeting : 5th (fifth)

Skill : Reading

A. Standard of competence

Comprehend the meaning of short functional texts and simple essay in recount, narrative and procedure in daily context and for accessing science.

B. Basic Competence

Responding the meaning and rhetorical steps of essay writing text accurately, fluency and can be understood in daily context and for accessing science in recount, narrative and procedure.

C. Indicators

1. Identifying the topic of the text.
2. Identifying the main idea of the text.
3. Identifying the reference of the text
4. Identifying the meaning vocabulary of the text.

D. Learning Objectives

1. The students are able to identify the topic of the narrative text.
2. The students are able to identify the main idea of the narrative text.
3. The students are able to identify the reference of the narrative text
4. The students are able to identify the meaning vocabulary of the narrative text

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan harus mencantumkan sumber.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

c. Dilarang mengutip atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

d. Dilarang mengutip atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.



E. Learning Material

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Hak Cipta Dilindungi Undang-Undang

Orientation

Complication

Resolution

Snow White

Long ago, in the Nederland, their lives very beautiful princess, Snow White. The Queen was her step-mother, she was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan, she escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White didn't realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, prince charming revived her with a kiss. They lived together happily ever after.

Answer the following questions!!!

1. What is the topic of second paragraph?
 - a. Snow white
 - b. The queen
 - c. Snow white and seven dwarfs
 - d. The prince
2. What is the generic structure of second paragraph?
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Reorientation
3. What is the social message of the story
 - a. The queen beautiful
 - b. Don't jealous with someone beauty
 - c. Good friend
 - d. They lives with happy

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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4. What is the purpose of the text?
 - a. To explain about the snow white
 - b. To mention the names of queen
 - c. To entertain and tell the readers about snow white
 - d. To describe the snow white

F. Learning Method

Paraphrase Passport Strategy

G. Teaching Activities

- a. Pre-Teaching
 - Greeting to students
 - Checking the attendance list
 - Telling the objective of the lesson
- b. While-Teaching
 - Teacher give explanation about narrative text
 - Teacher ask students to sit into partnership (two students A&B)
 - Teacher gives the narrative text to the students
 - After receive the text, teacher ask students to sit face to face
 - Teacher ask students to look at their text, and Student A read the first paragraph aloud as student B reads along silently.
 - Teacher ask student B to paraphrases what they heard student A read
 - Exchange roles. Teacher ask Student B to read the second paragraph aloud as student A reads along silently.
 - Teacher ask Student A to paraphrases what they heard student B read
 - The process continues until the entire piece has been read
- c. Post-Teaching
 - Teacher engages the whole class in a “Grand Conversation” about the text
 - Teacher give homework to make them much understand
 - Greeting

H. Source and Media

Relevant book and picture

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State Islamic University of Sultan Syarif

UIN SUSKA RIAU



I. Assessment

Technique: written test

Form : multiple choices

$$\frac{Total\ Students'\ Score}{Total\ Question} \times 10$$

Pekanbaru, 12 January 2018

Researcher

JUNI HASTUTI

The teacher of English

OVI ARINTA ERWIN, S.Pd

Know by,

The Principal of SMA Plus Binabangsa Pekanbaru



JARNAWI, S.Pd

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State Islamic University of Sultan Syarif

UIN SUSKA RIAU



School : SMA Plus Binabangsa Pekanbaru

Class/Semester: XI/2

Time Allocated: 2x45 minutes

Topic/Genre : Cinderella/ Narrative Text

Meeting : 6th (sixth)

Skill : Reading

A. Standard of competence

Comprehend the meaning of short functional texts and simple essay in recount, narrative and procedure in daily context and for accessing science.

B. Basic Competence

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C. Indicators

1. Identifying the topic of the text.
2. Identifying the main idea of the text.
3. Identifying the reference of the text
4. Identifying the meaning vocabulary of the text.

D. Learning Objectives

1. The students are able to identify the topic of the narrative text.
2. The students are able to identify the main idea of the narrative text.
3. The students are able to identify the reference of the narrative text
4. The students are able to identify the meaning vocabulary of the narrative text

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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E. Learning Material

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Hak Cipta Dilindungi Undang-Undang

Orientation

Complication

Resolution

A Stupid Man and his cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of *them*. His wife looked at him and laughed. She said that he was very *stupid*. There was not one cow less. There was one more.

(Source: Scaffolding. p.182)

Answer the following questions!!!

- What is the purpose of the text?
 - To explain about a stupid man
 - To describe a stupid man
 - To entertain the reader
 - To amuse the stupid man
- The second paragraph of the text shows about....
 - Orientation
 - Complication
 - Resolution
 - Reorientation
- Which of the following word is the synonym of **stupid**? (paragraph 3)
 - Dull
 - Diligent
 - Lazy
 - Angry

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4. Why did his wife laugh?

- a. because he lost the cow
- b. because he was very stupid
- c. because she aksed how many cows he bought
- d. because she wait him in front of their house

5. "He was afraid that he would be scolded by his wife." (paragraph 1)

What does the above sentence mean?

- a. He was afraid that his wife will get angry because he lost the cow
- b. He was afraid that he did not bring the money
- c. He was did not think of the lost cow
- d. He will face his pretty wife

F. Learning Method

Paraphrase Passport Strategy

G. Teaching Activities

a. Pre-Teaching

- Greeting to students
- Checking the attendance list
- Telling the objective of the lesson

b. While-Teaching

- Teacher give explanation about narrative text
- Teacher ask students to sit into partnership (two students A&B)
- Teacher gives the narrative text to the students
- After receive the text, teacher ask students to sit face to face
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- Teacher ask student B to paraphrases what they heard student A read
- Exchange roles. Teacher ask Student B to read the second paragraph aloud as student A reads along silently.
- Teacher ask Student A to paraphrases what they heard student B read
- The process continues until the entire piece has been read

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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c. Post-Teaching

- Teacher engages the whole class in a “Grand Conversation” about the text
- Teacher give homework to make them much understand
- Greeting

H. Source and Media

Relevant book and picture

I. Assessment

Technique: written test

Form : multiple choices

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

Pekanbaru, 15 January 2018

The teacher of English

DWI ARINTA ERWIN, S.Pd

Researcher

JUNI HASTUTI

Know by,

The Principal of SMA Plus Binabangsa Pekanbaru



JARNAWI, S.Pd



Observation Checklist

Researcher : Juni Hastuti

Meeting : 1st – 6th (first – sixth Meetings)

No	Indicator of variable X	Meetings						Yes	No
		1	2	3	4	5	6		
1	Teacher introduces the Paraphrase Passport Strategy to the students								
2	Teacher give explanation about narrative text								
3	Teacher ask students to sit into partnership (two students A&B)								
4	Teacher gives the narrative text to the students								
5	After receive the text, teacher ask students to sit face to face								
6	Teacher ask students to look at their text, and Student A read the first paragraph aloud as student B reads along silently.								
7	Teacher ask student B to paraphrases what they heard student A read								
8	Exchange roles. Teacher ask Student B to read the second paragraph aloud as student A reads along silently.								
9	Teacher ask Student A to paraphrases what they heard student B read								
10	The process continues until the entire piece has been read								

Pekanbaru, 4 January 2018

Know by,

The Teacher of English

OVI ARINTA ERWIN, S.Pd



TRY OUT

READING COMPREHENSION TEST

Respondent: The Second Year Students of Senior High Schools Plus Bina Bangsa Pekanbaru

Directions:

1. Write down your name and class on answer sheet provided.
2. These questions consist of 20 questions.
3. You are to answer for 45 minutes
4. Please answer the question correctly!
5. Thanks a lot for your participation.

Read this text and answer the following questions number 1-4!

The fox

A fox fell into a well and couldn't get out. By and by a thirsty goat comes along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "it's the best water I've tasted in all my life. Come down and try it yourself.

The goat has thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea, you stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well".

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help in out. The fox merely turn to him and said "if you only had though carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.



1. A fox fell into a well and couldn't get out. By and by a thirsty goat comes along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "it's the best water I've tasted in all my life. Come down and try it yourself."

What is the topic of the short paragraph above?

- The Goat
- The Fox
- The Fox and the goat
- The Fox and old man

2. What does the word "He" in the sentence 4 refer to?

- Well
- Fox
- Water
- Goat

3. The main idea of the paragraph 2 is?

- A fox fell into the well and couldn't get out
- The goat did as he was asked and the fox got on his back and climbed out of the well
- When he had drunk enough, he looked around but there was no way to get out
- The goat was thirsty so he got into the well.

4. A fox fell into the well...

What does the underlined word mean?

- Jump
- Beyond
- Fall
- Run

Read this text and answer the following questions number 5-8!

The lion and The Mouse

once when the lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him,



“pardon, O king,” called the little mouse, “forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these day.”

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they when in search of a wagon to carry him in. just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up him and soon gnawed away the ropes that bounded the king of the beasts, soon after the little mouse had finished gnawing way the ropes, he asked the lion to run away.

5. What is the topic from the paragraph 1?
 - a. The lion in the trap
 - b. The mouse and the king
 - c. The lion and the mouse
 - d. The king of the jungle
6. The main idea of the last paragraph is...
 - a. Once when a lion was asleep, a little mouse begin running up and down upon him
 - b. The lion was caught in a trap
 - c. The lion was so tickled at the idea of the mouse being able to help him
 - d. He lifted up his paw and let him go
7. The word “Him” in the paragraph 2 refer to ?
 - a. Paw
 - b. Mouse
 - c. Tickled
 - d. lion
8. The lion was caught in a trap...

What does the underlined word mean?

 - a. Jail
 - b. Well
 - c. Pitfall
 - d. Hole



Read this text and answer the following questions number 9-12!

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

(Source: Practice Your English Competence p.83)

9. Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

What is the topic of the short paragraph above?

- Cinderella and good step-mother
- The handsome prince
- The Cinderella
- The prince



10. The main idea of the third paragraph is...

- She lived with her bad step-mother and two step-sister
- One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace
- The step-sister went to the ball that night with their mother
- They got married and lived ever after

11. What does the word “He” in the paragraph 2 refer to?

- Cinderella
- Step-mother
- King
- Step-sister

12. The word “Ball” in paragraph 2 is closest meaning to?

- Kingdom party
- Birthday party
- Danced party
- Ladies party

Read this text and answer the following questions number 13-16!

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java. There was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayer to the god. Ask a child.

One day, there was a loud voice in the sky when they were praying.

“You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children.” Said the voice.

“Whatever you ask, my lord”, the couple answer “we will do it,”

“You must sacrifice your first son for the gods”.

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. The he said to his parents, “I would sacrifice myself in order that our family and all the people in the village will live in peace. For the next time, you all have to sacrifice animal and crops to the gods” then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

13. What is the topic of the first paragraph?

- a. The handsome baby
b. Volcano erupted
c. Kesuma
d. Mount Bromo East Java

14. The main idea of the first paragraph is...

- Kesuma knew the situation
- Then he said to his parents
- The couple agreed to sacrifice their first son in the time that was asked by the voice.
- A couple want have child

15. “But I have a requirement for you to obey ...”

The underlined word is closes in meaning to...

- Exit
- Acceptance
- Follow
- Remain

16. The word “They” in the paragraph 1 refer to ?

- a. Mout bromo
- b. Baby
- c. A couple
- d. Child.



Read this text and answer the following questions number 17-20!

Snow White

Long ago, in the Nederland, there lives very beautiful princess, Snow White. The Queen was her step-mother, she was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan, she escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White didn't realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, prince charming revived her with a kiss. They lived together happily ever after.

17. What is the topic of the second paragraph?

- a. Snow White and Charming Prince
- b. The seven dwarfs
- c. The queen
- d. Snow white and seven dwarfs

18. The main idea of the first paragraph is...

- a. The queen
- b. Nederland
- c. In the Nederland there lived a beauty princess, Snow White.
- d. Snow white and seven dwarfs

19. The word "escape" in paragraph 2 is closest meaning to ?

- a. Run a way
- b. Push
- c. Closed
- d. Leave

20. What does the word "They" in the last paragraph refer to ?

- a. Queen
- b. Step-mother
- c. Snow white
- d. Prince and Snow white

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PRE-TEST

READING COMPREHENSION TEST

Respondent: The Second Year Students of Senior High Schools Plus Bina Bangsa Pekanbaru

Directions:

1. This test is used for a research purpose only. It is used to know how your ability in reading comprehension narrative text is.
2. This test does not affect your grade
3. Write down your name and class on answer sheet provided.
4. These questions consist of 20 questions.
5. You are to answer for 90 minutes
6. Please answer the question correctly!
7. Thanks a lot for your participation.

Read this text and answer the following questions number 1-4!

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java. There was a couple living there. The new couple wanted to have a child. There had married for a long time but they hadn't got a baby. Every time they prayer to the god. Ask a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children." Said the voice.

"Whatever you ask, my lord", the couple answer "we will do it,"

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion,

there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. The he said to his parents, “I would sacrifice myself in order that our family and all the people in the village will live in peace. For the next time, you all have to sacrifice animal and crops to the gods” then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What is the topic of this text?
- Mount Bromo East Java
 - Volcano erupted
 - Kesuma
 - A couple wanted a children
2. “But I have a requirement for you to obey ...”
- The underlined word is closes in meaning to...
- Follow
 - Acceptance
 - Exit
 - Remain
3. The main idea of the first paragraph is...
- Kesuma knew the situation
 - Then he said to his parents
 - The couple agreed to sacrifice their first son in the time that was asked by the voice.
 - A couple want have child.
4. The word “They” in the paragraph 1 refer to ?
- Mout bromo
 - Baby
 - A couple
 - Child



Read this text and answer the following questions number 5-8!

Snow White

Long ago, in the Neverland, there lives very beautiful princess, Snow White. The Queen was her step-mother, she was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan, she escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White didn't realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, prince charming revived her with a kiss. They lived together happily ever after.

5. What is the topic of this text?
 - a. Snow White and Charming Prince
 - b. The seven dwarfs
 - c. The queen
 - d. Snow white
6. The word "escape" in paragraph 2 is closest meaning to ?
 - a. Run a way
 - b. Push
 - c. Leave
 - d. Closed
7. The main idea of the first paragraph is...
 - a. The queen
 - b. Neverland
 - c. Snow white and seven dwarfs
 - d. In the Nederland there lived a beauty princess, Snow White.
8. What does the word "They" in the last paragraph refer to ?
 - a. Queen
 - b. Step-mother
 - c. Prince and Snow white
 - d. Snow white

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Read this text and answer the following questions number 9-12!

The fox

A fox fell into a well and couldn't get out. By and by a thirsty goat comes along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "it's the best water I've tasted in all my life. Come down and try it yourself."

The goat has thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea, you stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well".

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help in out. The fox merely turn to him and said "if you only had though carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

9. What is the topic of this text?

- a. The Goat
- b. The Fox
- c. The Fox and the goat
- d. The Fox and old man

10. A fox fell into the well...

What does the underlined word mean?

- a. Jump
- b. Beyond
- c. Run
- d. Fall



11. The main idea of the paragraph 2 is?

- a. A fox fell into the well and couldn't get out
- b. The goat did as he was asked and the fox got on his back and climbed out of the well
- c. When he had drunk enough, he looked around but there was no way to get out
- d. The goat was thirsty so he got into the well.

12. What does the word "He" in the sentence 4 Refer to?

- a. Goat
- b. Fox
- c. Water
- d. Well

Read this text and answer the following questions number 13-16!

The lion and The Mouse

once when the lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him, "pardon, O king," called the little mouse, " forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these day."

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they when in search of a wagon to carry him in. just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up him and soon gnawed away the ropes that bounded the king of the beasts, soon after the little mouse had finished gnawing way the ropes, he asked the lion to run away.

13. What is the topic of the text?

- a. The lion in the trap
- b. The mouse and the king
- c. The lion and the mouse
- d. The king of the jungle



14. The word “Him” in the paragraph 2 refer to ?

- a. Paw
- b. Mouse
- c. Lion
- d. Tickled

15. The main idea of the last paragraph is...

- a. Once when a lion was asleep, a little mouse begin running up and down upon him
- b. The lion was caught in a trap
- c. The lion was so tickled at the idea of the mouse being able to help him
- d. He lifted up his paw and let him go

16. The lion was caught in a trap...

What does the underlined word mean?

- a. Jail
- b. Well
- c. Pitfall
- d. Hole

Read this text and answer the following questions number 17-20!

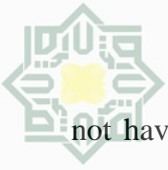
Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did



not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

(Source: Practice Your English Competence p.83)

17. What is the topic of this text?

- a. Cinderella and good step-mother
- b. The handsome prince
- c. The Cinderella
- d. The prince

18. What does the word "He" in the paragraph 2 refer to?

- a. Cinderella
- b. Step-mother
- c. Step-sister
- d. King

19. The main idea of the third paragraph is...

- a. She lived whit her bad step-mother and two step-sister
- b. One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace
- c. The step-sister went to the ball that night with their mother
- d. They got married and lived ever after

20. The word "Ball" in paragraph 2 is closest meaning to?

- a. Danced party
- b. Birthday party
- c. Kingdom party
- d. Ladies party



POST-TEST

READING COMPREHENSION TEST

Respondent: The Second Year Students of Senior High Schools Plus Bina Bangsa Pekanbaru

Directions:

1. This test is used for a research purpose only. It is used to know how your ability in reading comprehension narrative text is.
2. This test does not affect your grade
3. Write down your name and class on answer sheet provided.
4. These questions consist of 20 questions.
5. You are to answer for 90 minutes
6. Please answer the question correctly!
7. Thanks a lot for your participation.

Read this text and answer the following questions number 1-4!

The lion and The Mouse

once when the lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him, "pardon, O king," called the little mouse, "forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these day."

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they when in search of a wagon to carry him in. just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up him and soon gnawed away the ropes that bounded the king of the beasts, soon after the little mouse had finished gnawing way the ropes, he asked the lion to run away.

1. What is the topic of the text?
 - a. The lion in the trap



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- b. The mouse and the king
- c. The lion and the mouse
- d. The king of the jungle

2. The word “Him” in the paragraph 2 refer to ?

- a. Paw
- b. Mouse
- c. Lion
- d. Tickled

3. The main idea of the last paragraph is...

- a. Once when a lion was asleep, a little mouse begin running up and down upon him
- b. The lion was caught in a trap
- c. The lion was so tickled at the idea of the mouse being able to help him
- d. He lifted up his paw and let him go

4. The lion was caught in a trap...

What does the underlined word mean?

- a. Jail
- b. Well
- c. Pitfall
- d. Hole

Read this text and answer the following questions number 5-8!

Snow White

Long ago, in the Neverland, there lives very beautiful princess, Snow White. The Queen was her step-mother, she was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan, she escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White didn't realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, prince charming revived her with a kiss. They lived together happily ever after.



5. What is the topic of this text?

- a. Snow White and Charming Prince
- b. The seven dwarfs
- c. The queen
- d. Snow white

6. The word “escape” in paragraph 2 is closest meaning to ?

- a. Run a way
- b. Push
- c. Leave
- d. Closed

7. The main idea of the first paragraph is...

- a. The queen
- b. Neverland
- c. Snow white and seven dwarfs
- d. In the Nederland there lived a beauty princess, Snow White.

8. What does the word “They” in the last paragraph refer to ?

- a. Queen
- b. Step-mother
- c. Prince and Snow white
- d. Snow white

Read this text and answer the following questions number 9-12!

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.



Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

(Source: Practice Your English Competence p.83)

9. What is the topic of this text?

- a. Cinderella and good step-mother
- b. The handsome prince
- c. The Cinderella
- d. The prince

10. What does the word "He" in the paragraph 2 refer to?

- a. Cinderella
- b. Step-mother
- c. Step-sister
- d. King

11. The main idea of the third paragraph is...

- a. She lived with her bad step-mother and two step-sister
- b. One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace
- c. The step-sister went to the ball that night with their mother
- d. They got married and lived ever after



12. The word “Ball” in paragraph 2 is closest meaning to?

- a. Danced party
- b. Birthday party
- c. Kingdom party
- d. Ladies party

Read this text and answer the following questions number 13-16!

The fox

A fox fell into a well and couldn’t get out. By and by a thirsty goat comes along. Seeing the fox in the well it asked if the water was good. “Good,” said the fox, “it’s the best water I’ve tasted in all my life. Come down and try it yourself.

The goat has thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, “ I have a good idea, you stand on your hind legs and put your forelegs against the side of the well. Then I’ll climb on your back, from there. I’ll step on your horns, and I can get out. And when I’m out, I’ll help you out of the well”.

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help in out. The fox merely turn to him and said “ if you only had though carefully about getting out, you wouldn’t have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

13. What is the topic of this text?

- a. The Goat
- b. The Fox
- c. The Fox and the goat
- d. The Fox and old man

14. A fox fell into the well...

What does the underlined word mean?



- a. Jump
- b. Beyond
- c. Run
- d. Fall

15. The main idea of the paragraph 2 is?

- a. A fox fell into the well and couldn't get out
- b. The goat did as he was asked and the fox got on his back and climbed out of the well
- c. When he had drunk enough, he looked around but there was no way to get out
- d. The goat was thirsty so he got into the well.

16. What does the word "He" in the sentence 4 Refer to?

- a. Goat
- b. Fox
- c. Water
- d. Well

Read this text and answer the following questions number 17-20!

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java. There was a couple living there. The new couple wanted to have a child. There had married for a long time but they hadn't got a baby. Every time they prayer to the god. Ask a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children." Said the voice.

"Whatever you ask, my lord", the couple answer "we will do it,"

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And they forget their promise to sacrifice their first son to the god.



One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. The he said to his parents, "I would sacrifice myself in order that our family and all the people in the village will live in peace. For the next time, you all have to sacrifice animal and crops to the gods" then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

17. What is the topic of this text?

- a. Mount Bromo East Java
- b. Volcano erupted
- c. Kesuma
- d. A couple wanted a children

18. "But I have a requirement for you to obey ..."

The underlined word is closes in meaning to...

- a. Follow
- b. Acceptance
- c. Exit
- d. Remain

19. The main idea of the first paragraph is...

- a. Kesuma knew the situation
- b. Then he said to his parents
- c. The couple agreed to sacrifice their first son in the time that was asked by the voice.
- d. A couple want have child.

20. The word "They" in the paragraph 1 refer to ?

- a. Mout bromo
- b. Baby
- c. A couple
- d. Child.



The Key Answer of Try Out

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11. C
12. C
13. D
14. D
15. C
16. C
17. D
18. C
19. D
20. D

The Key Answer of Pre-Test

1. A
2. A
3. D
4. C
5. D
6. C
7. D
8. C
9. C
10. D

11. D
12. A
13. C
14. C
15. B
16. C
17. C
18. D
19. C
20. A

The Key Answer of Post-Test

1. C
2. C
3. B
4. C
5. D
6. C
7. D
8. C
9. C
10. D

11. C
12. A
13. C
14. D
15. D
16. A
17. A
18. A
19. D
20. C





BLUE PRINT OF READING COMPREHENSION TEST

No.	Indicators of Variable Y	Number of Items
1	The students are able to identify the topic of narrative text	1, 5, 9, 13, 17
2	The students are able to identify the main idea of narrative text	2, 6, 10, 14, 18
3	The students are able to identify the reference of narrative text	3, 7, 11, 15, 19
4	The students are able to identify the meaning vocabulary of narrative text	4, 8, 12, 16, 20
Total		20

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$$B = 17$$
$$S = 3$$

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b. ~~Pemeriksaan~~ak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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13			X	
14				X
15				X
16	X			
17	X			
18	X			
19			X	
20				X



LEMBAR JAWABAN SISWA

B = 15
S = 5

.....
.....

Hak Cipta Dilindungi Undang-Undang

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State Islamic University of Sultan Syarif Kasim

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

A	B	C	D
		X	
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X	X		
			X
	X		
			X
	X	X	
	X	X	
			X

No.	A	B	C	D
11			X	
12				X
13		X		
14				X
15				X
16	X			
17	X			
18	X			
19				X
20		X		

UIN SUSKA RIAU



LEMBAR JAWABAN SISWA

B = 16
S = 9

WA FRISKA SITOMPUL

XI MIPA 1

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

A	B	C	D
		X	
		X	
	X		
		X	
			X
		X	
	X		
	X		
		X	
			X

No.	A	B	C	D
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12	X			
13			X	
14				X
15				X
16		X		
17	X			
18	X			
19			X	
20				X

UIN SUSKA RIAU



LEMBAR JAWABAN SISWA

B = 14
S = 6

© Hak Cipta UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No.	A	B	C	D
11	X			
12	X			
13			X	
14			X	
15				X
16	X			
17	X			
18	X			
19			X	
20			X	

No.	A	B	C	D
11	X			
12	X			
13			X	
14				X
15				X
16	X			
17	X			
18	X			
19			X	
20			X	

UIN SUSKA RIAU



LEMBAR JAWABAN SISWA

B = 15
S = 5

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- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No.	A	B	C	D
1			X	
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4			X	
5				X
6		X		
7			X	
8			X	
9				X

No.	A	B	C	D
11			X	
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13			X	
14		X		
15				X
16		X		
17	X			
18		X		
19				X
20		X		

UIN SUSKA RIAU



LEMBAR JAWABAN SISWA

B = 14
S = 6

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Disdik Martin

MDA1

A	B	C	D
		X	
	X		
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No.	A	B	C	D
11			X	
12		X		
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14				X
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18	X			
19				X
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UIN SUSKA RIAU



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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Jl. H. R. Soebrantas No.155 Km 18 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 561647
Fax (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: ftafak_uinsuska@yahoo.co.id

Pekanbaru, 11 September 2019

Unp04.F.11.4 PP.00 9/13510/2019

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada

Yth. Drs. H. Sutarmo, M.Ag

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu alaikum warhamatullahi wabarukatu

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : JUNI HASTUTI

NIM : 11314205971

Jurusan : Pendidikan Bahasa Inggris

Judul : THE EFFECT OF USING PARAPHRASE PASSPORT STRATEGY ON STUDENT'S READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF SMA PLUS BINABANGSA PEKANBARU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

Tembusan

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

JUNI HASTUTI

Nomor Induk Mahasiswa
Tanggal
Judul Proposal Penelitian

URAIAN PERBAIKAN

1. Concise the Introduction espaiilly in background of the problem.
2. be brief & consistent. find the real problems,
3. lack of experts' theories on paraphrase passport strategy.
4. find out to whom this strategy is appropriate for.
5. Put a research finding by Kagan about this strategy or by Arthur, B
6. revise definition of terms.
7. clarify "the grand conversation". p. 28.
8. revise chapter 2.

Penguji I

Pekanbaru, 17 November 2017

Penguji II

Cust Rahmatul Miski, M-pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta Dilindungi undang-undang
1. Dilarang mengutip atau menjiplak sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.
2. Pengutipan harus mencantumkan kepengertian pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan sains yang wajar UIN Suska Riau.
3. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
4. Dilarang mengutip atau menjiplak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

: Juni Hartuti
: 11314205971
: Jum'at, 17 Nov 2017
: The effect of using paraphrase passport strategy on
Students Reading Comprehension in Narrative text
at the Second year students of senior high school
Plus Bina Bangsa Pekanbaru.

: Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Fiprinita, M.Pd	PENGUJI I		
2.	Cut Roudhatul Miski, M.Pd	PENGUJI II		

Mengetahui
Dekan
Wakil Dekan I

Dr. H. Kushadi, M.Pd.

Pekanbaru, 17 Nov 2017
Peserta Ujian Proposal

Juni Hartuti

11314205971






كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

amat : Jl. H. R. Soebrantas Km. 15 Tampar Pekanbaru Riau 28293 PO. BOX 1004 Teip. (0761) 7077307 Fax. (0761) 21129

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|----|---------------------------------|--------------------------|
| 1. | Jenis yang dibimbing | : |
| 2. | a. Seminar usul Penelitian | : |
| 3. | b. Penulisan Laporan Penelitian | : |
| 4. | Nama Pembimbing | : Drs. H. Sutarmo, M. Ag |
| 5. | a. Nomor Induk Pegawai (NIP) | : 196305111992031002 |
| 6. | Nama Mahasiswa | : Juni Hastuti |
| 7. | Nomor Induk Mahasiswa | : 11314205971 |
| 8. | Kegiatan | : |

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	10/05/2010	Paragraph, Relevant Research, letter		
2	20/05/2010	Relationship X → Y		
3	25/05/2010	Acc Skripsi		

Pekapbaru, 09-Sep-2019
Pembimbing,

Drs. H. Sutarna, M. Ag.
NIP. 196305111992031002



LEMBAGA PENDIDIKAN BINABANGSA
SMA PLUS BINABANGSA
AKREDITASI A (AMAT BAIK)



SK Pendirian : 420/PP.4/XII/2003/7225, NSS : 304096004051, NIS : 300510
Alamat : Jl. Ketitiran No. 24 Sukajadi Pekanbaru Riau 28124 Telp : (0761) 25370
E-mail : smaplusbinabangsa@yahoo.com

Nomor 1325/034.1/Kep/SMA PBB/2017
Sifat Penting
Lampiran -
Hal Izin Melaksanakan Riset

Kepada Yth.
Wakil Dekan Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau

Assalamu alaikum Wr. Wb.

Sehubungan dengan surat saudara dengan nomor Un.04/F.II.4/F.II.4/PP.00.9/9718/2017
perihal tentang permohonan izin melakukan prariset yang data nya di bawah ini

Nama : JUNI HASTUTI
NIM : 11314205971
Semester/Tahun : VIII (Delapan)/ 2017
Program Study : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

maka melalui surat ini kami menyatakan bersedia untuk memberikan izin pelaksanaan Prariset
Mahasiswa Program Strata Satu (S1) Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim
Riau tersebut.

Demikian surat ini disampaikan, atas perhatiannya diucapkan terimakasih.

Pekanbaru, 09 November 2017

Kepala SMA Plus Binabangsa

Pekanbaru,



[Signature]
ARNAWI, S. Pd.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax. (0761) 561647 Web. www.itk.uinsuska.ac.id, E-mail: etkak_uinsuska@yahoo.co.id

Nomor Un. 04/F.II/PP.00.9/18905/2017

Pekanbaru, 15 Desember 2017 M

Sifat Biasa
Lamp. 1 (Satu) Proposal
Hal Mohon Izin Melakukan Riset

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: JUNI HASTUTI
NIM	: 11314205971
Semester/Tahun	: IX (Sembilan)/ 2017
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE EFFECT OF USING PARAPHRASE PASSPORT STRATEGY ON STUDENTS READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF SENIOR HIGH SCHOOL PLUS BINA BANGSA PEKANBARU
Lokasi Penelitian : Sekolah Menengah Atas Plus Bina Bangsa Pekanbaru
Waktu Penelitian : 3 Bulan (18 Desember 2017 s.d 10 Maret 2018)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan



Dr. H. Mas'ud Zein, M.Pd
NIP. 19631214 198803 1 002

Tembusan :
Rektor UIN Suska Riau



LEMBAGA PENDIDIKAN BINABANGSA
SMA PLUS BINABANGSA
AKREDITASI A (AMAT BAIK)

SK Pendirian : 420/PP.4/XII/2003/7225, NSS : 304096004051, NIS : 300510
Alamat : Jl. Ketitiran No. 24 Sukajadi Pekanbaru Riau 28124 Telp : (0761) 25370
E-mail : smaplusbinabangsa@yahoo.com



SURAT KETERANGAN

Nomor : 1368/034.1/Kep/SMA PBB/I/2018

Yang bertanda tangan dibawah ini :

Nama :
Jabatan :
Unit Kerja :

: JARNAWI, S.Pd
: Kepala Sekolah
: SMA Plus Binabangsa

Menerangkan bahwa :

Nama :
NIM :
Jenis Kelamin :
Mahasiswa :
Judul Penelitian :

: JUNI HASTUTI
: 11314205971
: Perempuan
: Fakultas Tarbiyah dan Keguruan UIN Suska Riau
: The effect of using paraphrase passport strategy on
student reading comprehension in narrative text at
the second year students of Senior High School Plus
Binabangsa Pekanbaru.

Bahwa nama yang tersebut di atas adalah benar telah mengadakan penelitian di SMA
Plus Binabangsa Pekanbaru.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 18 Januari 2018
Kepala SMA Plus Binabangsa
Pekanbaru



JARNAWI, pS.Pd

PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/10830
TENTANG



182010

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.I/PP.00.9/18905/2017 Tanggal 15 Desember 2017, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : JUNI HASTUTI |
| 2. NIM / KTP | : 11314205971 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE EFFECT OF USING PARAPHRASE PASSPORT STRATEGY ON STUDENTS READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF SENIOR HIGH SCHOOL PLUS BINA BANGSA PEKANBARU |
| 7. Lokasi Penelitian | : SEKOLAH MENENGAH ATAS PLUS BINA BANGSA PEKANBARU |

Dengan Ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 18 Desember 2017

a.n. GUBERNUR RIAU
KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

EVARERITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

mbusan :

sampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru



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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

RIWAYAT HIDUP



Juni Hastuti, lahir pada tanggal 17 Juni 1992, di Kuala Merbau, Kecamatan Merbau, Kabupaten Meranti. Penulis merupakan anak kelima dari 9 bersaudara, yaitu dari pasangan ayahanda Zaini dan ibunda Nursiah. Penulis menyelesaikan Sekolah Dasar di SDN 001 Merbau, Kecamatan Merbau, Kabupaten Meranti

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